

The School and Community

Published Monthly by The Missouri State Teachers Association

Columbia Missouri

VOL. IX

NOVEMBER, 1923

No. 9

Thanksgiving Prayer

FATHER, CREATOR, GOD, we bow
In humble thanks
That Thou dost love Thy children now
And with Thy blessings doth endow
Our seething ranks.

For fathers, mothers—the long line
Who, dead, doth live,
Who worked for us, through love of Thine,
Who lived for us, through love divine,
Our thanks we give.

Set fire our hearts, dear Lord, we pray,
With such a love
That glowing from our souls today
May shine, undimmed, the light which they
Caught from above.

—T. J. W.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus Mgr.

VOL. IX

NOVEMBER, 1923

NO. 9

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Change of Address—If you have your address changed give old as well as new address.

General Officers and Committees, Missouri State Teachers' Association, 1923

Next meeting, St. Louis, December 5-8, 1923.

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The School and Community

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EDITORIAL

"BUT in the seventh year shall be a sabbath of rest." Like many of the other laws of the Hebrews the one on the sabbatical year is as applicable today as it was in the day when "the Lord spake unto Moses in Mount Sinai." The leaves of absence recently granted to President Hendricks of the Central Missouri State Teachers College and to Professor B. F. Johnson

THE SABBATICAL YEAR

and Miss Winnifred Johnson, of Southeast Missouri State Teachers College by their respective Boards of Regents bespeak a new attitude on the part of these governing bodies. This new policy is at once constructive and humane. The law for sabbatical rest is written large in the laws of God. The mind and the body demand its observance. Its violation is punished by premature age, shortened days of usefulness and lowered efficiency. Its observance means length of days and increase of strength.

Its recognition by the teachers colleges will bring to the college a more vigorous faculty and in the matter of personal efficiency and service will produce liberal returns. The broadening and brightening effect of these periods of rest from the grind of continuous classroom work will be felt throughout the lives of the professors and reflected in the lives of the teachers whom they train and again in the character of the citizenry for whom the teachers exist.

Heretofore a leave of absence has too frequently meant that its recipient had been politely "fired." It was a mere camouflage to cover up a disagreeable and, sometimes, a very questionable action of the Board. In the past college presidents have been literally lifted from their positions on the toe of the official boot when they had, perhaps, "grown stale on their jobs" because of the flagrant violation of this law of sabbatical rest. A year or even a few months of change of work; a release from the daily grind; a visit to other institutions, would have put them back at their work with new vision, added vigor and a whole change

of viewpoint and attitude. Faculty members have been dismissed because of premature age, induced by hard work over a period of unbroken duration. They have been thrown on the scrap heap with as little consideration as is shown for the machine that is worn out. A rest in the form of a change of work and responsibility would have made new men of them and returned them to their institutions far more valuable than any one else could be for they would have retained their experience, their influence and their reputations to be capital for the institution.

The granting of sabbatical leaves will mean longer tenure and a more even educational policy. It will encourage young men and women of the best type to enter a profession where they are much needed and from the entering of which they have been deterred by the knowledge that they would be discarded at the very age at which the other professions were most productive.

Vernon County teachers are 100 per cent for the M. S. T. A. United we stand, divided we fall.

—R. V. Holmes, Supt. Vernon County

EDUCATIONAL statistics taken from the Missouri Reports of The State Superintendent of Public Schools too often will not bear close inspection and in details show many inconsistencies that lead one to question their validity and value. In the last report which covers the school year of 1921-22 we find the total payments in districts maintaining a first class high school to be \$21,716,625, while an actual addition of the items supposed to make up this amount gives us a total of \$31,716,707 or slightly more than ten million dollars in excess of the reported total. When all the districts maintaining high schools are considered, first, second, third and unclassified, all but a little less than \$7,000,000 of the total amount spent for

EDUCATIONAL STATISTICS IN MISSOURI

schools is accounted for and this is the amount left for the rural schools' expenditure. If we take the totals as reported we find more than ten millions of dollars in the items that are unaccounted for in the total. If, on the other hand, we count all of the items only \$6,934,674 is left for the rural schools which, according to the report, spent \$16,939,527. So there we are.

Only this is certain: We do not know much about the financial affairs of the schools from the Superintendent's Report. It is little better than a general statement. County clerks make faulty returns and the statistician feels that it is easier to "doctor" these returns than to insist on correct ones.

Again, the present system of gathering statistics includes no plan for separating high school statistics from elementary school statistics, and there is no way of getting at the costs of rural schools directly. The method heretofore employed is by subtracting from the state totals the various items of data for the high school districts which always involves the possibility of such errors as those found in the seventy-third report and which if followed leads to the conclusion that these rural schools spent less than half as much money in 1921-22 as it is reasonable to believe they spent.

The present State Superintendent has an opportunity to make educational statistics trustworthy and valuable. He will thus give to the public the information to which it is entitled and for which it pays liberally, but which it has not always received.

No teacher can teach without the aid and advice she receives from others.

—Mary L. Dunn, Supt. Reynolds County

THE SCHOOL AND COMMUNITY is indebted to two of Missouri's most loved and respected teachers for glimpses into their long periods of service to the schools of the State, and for the inspiration that comes to the younger ones from such lives. T. Berry Smith volunteers in a letter to the editor the following bit of personal

THE VETERANS IN OUR RANKS

history: "It may interest you to know that I became a member of the Missouri State Teachers Association, at Warrensburg, during Christmas week of 1873, and that therefore, I am think-

ing that I am among the oldest members of the State Association. I graduated from Pritchett Institute that year and began teaching in September in my alma mater. I have taught continuously ever since, except 1875-76 when I took a post graduate course at Yale. I have been teaching, therefore, fifty years, not counting two country schools before 1873. I am now entering upon 38th year in Central College, and I think there are very few college professors who have had longer tenure in the colleges of Missouri. I have been secretary of the Missouri College Union since 1906."

We thank Professor Smith for this note.

At our request Professor E. D. Phillips, of Kansas City, tells us in this issue of his long period of service and some of the developments and changes that he has seen. To know Professors Smith and Phillips is to have an inspiration and examples that help us to appreciate what the life of a real teacher may be when that life is wholly and fully dedicated to the service of the commonwealth. Their lives have been busy ones, devoted to their profession and full of good works. They are and have been happy in their service. They have always stood for the best and both are rich in their accumulations of personal appreciation from those whom their lives have touched. No one can know these men and their work and believe that real teaching is a thankless task, or lacking in the recompenses that are ultimately worthy of the name.

AS the date of the St. Louis Convention approaches, the thoughts of delegates turn to the problems of the Assembly. A review of the proceedings of previous meetings indicates the probability of the renewal of certain questions, chief among which is that of the provision for the introduction of miscellaneous business early enough in the session to have some effect upon the deliberations of the legislative body.

A TIMELY SUGGESTION

Three years ago at Kansas City the order of procedure excluded the presentation of matters other than those on the pre-arranged schedule until the closing session, when the general confusion attendant upon the haste to wind up affairs rendered calm deliberation well-nigh impossible.

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Again two years ago at St. Louis similar plans were laid with the result that much time in the Wednesday session was lost in the maneuvering of opposing forces interested in permitting or preventing a vote on a resolution of instructions to one of the committees of the Assembly. Last year at Kansas City the passage of a motion to provide for miscellaneous business immediately after the election of a permanent chairman, while the steering committee was preparing its program, solved the difficulty to the satisfaction of those delegates who believe that the delegates should have some voice in the proceedings.

The attitude of some leaders is summarized in the advice given to a delegate last year: "Don't let the delegates take things into their own hands or they may run away with the meeting." Though it is an attitude characteristic of persons accustomed to authority everywhere, one may doubt its wisdom and justice.

Unless the hour following the appointment of the steering committee is devoted to miscellaneous business, a recess must be taken while the committee prepares its report. The chosen delegates of the community units are capable of assuming responsibility. It was Macaulay, if memory serves us well, who sagely observed, "The cure for democracy is more democracy." Would it not be well for the permanent chairman of the Assembly this year to announce at once, without needless jockeying from the floor, that during the first session, while the steering committee is in conference, miscellaneous business will be in order? * * *

WHEN the North School at Hannibal, Missouri is completed it will form as fitting a memorial to Mrs. W. M. Pettibone as it is possible to conceive. A \$200,000 building dedicated to the service of several hundred elementary pupils is a monument that will stand for many years in brick and stone and mortar and for all time in its influence for a better citizenry, a more efficient commonwealth and a happier America.

WHY NOT MORE PRIVATE GIFTS TO PUBLIC SCHOOLS

A citizen such as is Mr. Pettibone who wishes to know that his wealth is so disposed of as to render the greatest possible service to humanity, and that it will con-

tinue to do so indefinitely can do no better than to follow the example set by this worthy business man of Hannibal. His gift was without qualification. He seeks to exert no influence on the policy of the school board of his city. He has no pet ideas of curriculum or control that he is endeavoring to establish. The gift is to the school district and he has enough confidence in the government and conduct of the public schools to leave them in the hands of the regularly constituted officials. This confidence on the part of Mr. Pettibone is the result of years of observation, interested and keen. Hannibal, for many years has had a continuous educational policy, made possible by the unbroken service of a superintendent, Livingston McCartney, who has devoted himself to the problems of education, and who has exhibited the vision, efficiency, and character that compels the confidence of such men as Mr. Pettibone and of the public in general.

Thus this magnificent gift is directly traceable to the influence of continued, untiring, self sacrificing service on the part of an educational leader, together with the foresight of the school board and the appreciation of the people of Hannibal in retaining the services of such a leader over a long period of time. The boyhood home of Mark Twain is furnishing to the State an example in educational development that merits the admiration and emulative of all.

One hundred per cent should be members of M. S. T. A. because it aids in keeping up enthusiasm. It helps to cull out the drones. Drones hate progress.

—J. K. Connolly, Supt. Texas County

REDUCED RAILROAD RATES

Be sure to get your identification convention certificate from your city or county superintendent, or E. M. Carter, Columbia, Missouri, for reduced rates to the convention December 5-8, 1923.

It is necessary to have the identification certificates to get reduced railroad rates.

WILL you observe American Education Week? It has been proclaimed by

The President of the United States and The Governor of Missouri. Its observance is requested by our State Superintendent of Schools. It is sponsored by the American Legion; The National Education Association and The United State Bureau of Education. A suggested program is printed in this issue of the SCHOOL AND COMMUNITY. It is not worthwhile to dwell long on the platitudes of education. Generalities are valuable only in the initial stages of development. That America and Missouri have

**EDUCATION WEEK
NOV. 18TH to 24TH.**

been sold on the general value of schools goes without saying. But there are specific problems which the public should attack. There are enemies now active against America's greatest contribution to civilization, her public schools. The idle rich, always anxious to entrench themselves in their position; see in the education of the rank and file the greatest danger to their "caste snobbery." There are those who believe that education costs are too high and who think secretly, "If John Smith's child is educated and the child of every butcher and baker and candlestick maker; what advantage will Algernon have over them!" There are those who would gladly spend \$5,000 a year for their child in

a private school but who object to the expenditure of fifty dollars a year for the education of the child of the humblest laborer; and who point with alarm to the fact that "America is contributing to public education through taxation far more liberally than any of the European countries." We have the problem of indifference confronting us. Probably twenty percent of the children of the United States, between the ages of seven and fourteen are not in school, according to the Federal Census. Through the indifference of the public in general and the parents in particular compulsory education laws are not functioning. Illiteracy stalks through our country like a gaunt form of skin and bones at a banquet. Thousands refuse to partake of the educational fare though the tables are spread. The elimination of illiteracy is a national challenge. We are scarcely touching the great problem of physical education. Religious, moral and civic instruction and development are ephemeral, spasmodic and left to the uncertainties of whim and chance. We have not fully readjusted our curriculum to the demands of our times. Many are the problems that must be solved and in which the public must co-operate. We will overlook our opportunity if we fail to take advantage of the benefits to be derived from the observance of American Education Week.

A Game that Teaches Missouri

DO YOU KNOW?

Who is called the "Second Father of the University of Missouri?"

What world famous poet worked for several years as paragrapher on the St. Joseph Gazette and the Kansas City Times?

Who was the first prominent Missourian to refuse to print liquor advertisements?

What Missouri author is so honored in Hawaii that his birthday is celebrated by a school holiday each year?

Who is known as Missouri's greatest Indian painter?

The statues of what two men represent Missouri in Statuary Hall at Washington, D. C.?

What famous artist while a boy on a Mis-

souri farm made his own points out of axle grease, vegetable dyes, brick dust, and occasionally his own blood?

What Missouri cave has three rivers, each running in a different direction?

In what town was chartered the first Masonic Lodge in the State?

The answer of these and scores of other equally interesting questions are known by those who play the Missouri game with The Missouri Cards by Jo Walker Humphrey, Kirksville, Mo. The game is a most fascinating one, suitable for schools or the home. In addition to having the merits of a good game it will increase your knowledge and appreciation of your State—both her history and her resources.

Membership in the M. S. T. A. keeps a teacher from falling into a rut.

—L. C. Northcutt, Supt. Ralls County

The School and Community keeps the teachers in touch with educational movements.

—Miss Anna Z. McCracken, Supt. Polk County

One Hundred Per Cent Everywhere

"ONE Hundred per cent Everywhere" or every teacher in the state a member of the Missouri State Teachers' Association and District Associations this year is the goal of the Association and it seems that this is going to be reached by the reports received to date. A fine program has been prepared by President Clyde M. Hill for the State Association at St. Louis, December 5-8, and excellent programs were and will be given at the District Associations.

Here are some of the reports from county superintendents: A county superintendent in Northeast Missouri writes: "We expect to go 100 per cent plus". "You bet my county will be 100 per cent," another writes. "Yes, we will have 100 per cent" says a third, and so on.

A central Missouri county superintendent writes as follows: "We shall be on the 100 per cent list." A second says, "We will have 100 per cent," and a third remarks: "We will have more than 100 per cent as usual," etc.

And here is what three county superintendents in the Cape Girardeau District report: "Expect to have 100 per cent". "Working for 100 per cent", "Shall make every effort possible to have 100 per cent," etc.

The reports from Southwest Missouri are also enthusiastic. One county superintendent says "Mark us 100 per cent." Another

says, "Will reach 100 per cent soon." "Approximately 100 per cent," says a third, etc.

Northwest Missouri is also enrolling strong—One superintendent says "Of course, we will be 100 per cent." Another says, "We hope to reach the distinguished 100 per cent mark soon." Another reports, "You can depend on our county for 100 per cent as usual," and so on.

A South Central county superintendent says he will make it 100 per cent. Another says, "100 per cent strong," and so on.

Of course, "there's a reason" why teachers of the state are planning to make this the greatest enrollment year in the history of the Association. They realize that all good school legislation that has been secured in the past has been actively supported by the Association, and they further know that the Association is active 365 days in the year for the interest of the boys and girls, the Missouri schools, and the Missouri teachers. They appreciate this work and are showing their appreciation in the only way in which it can be shown, namely, BY ENROLLING AS MEMBERS, NO GOOD REASON HAS EVER BEEN ADVANCED WHY ANY REAL MISSOURI TEACHER SHOULD NOT BE A MEMBER while there are a THOUSAND AND ONE reasons why every teacher should be a member of the Missouri State Teachers' Association. The Missouri teachers are enrolling NOW.—E. M. Carter, Sec.

"The people are going wild over education," says an embryonic candidate for governor. We wonder if he realizes that people are transferring to education some of the confidence previously reposed in politicians.

Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

LET EVERY AMERICAN, every lover of liberty, every well-wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of '76 did to the support of the Declaration of Independence, so to the support of the Constitution and the laws, let every American pledge his life, his property, and his sacred honor; let every man remember that to violate the law is to trample upon the blood of his fathers and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap. Let it be taught in schools, in seminaries, and in colleges. Let it be written in primers, spelling books, and almanacs. Let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. In short, let it become the political religion of the Nation.—Abraham Lincoln.

American Education Week

Sponsored by The American Legion, The National Education Association, The United States Bureau of Education.

Slogans

Children today, citizens tomorrow
A man of knowledge increaseth might
No illiteracy by 1927
A sick body makes a sick mind.

FOR GOD AND COUNTRY

Sunday, November 18, 1923.

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogan—A Godly nation cannot fail.
Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion Posts throughout the country for meetings during this week.

AMERICAN CONSTITUTION DAY

Monday, November 19, 1923.

1. Life, liberty, and justice.
2. How the Constitution guarantees these.
3. Revolutionists and Radicals a menace to those guarantees.
4. Security and opportunity.

Slogans—Ballots not bullets
Visit the schools today.

PATRIOTISM DAY

Tuesday, November 20, 1923.

1. The flag—the emblem of the nation.
2. Help the immigrants and aliens to become Americans.
3. Take an active interest in governmental affairs.
4. Music influence upon a nation.

Slogans—Visit the schools today,
America first.

SCHOOL AND TEACHER DAY

Wednesday, November 21, 1923.

1. The necessity of schools.

2. The teacher as a nation builder
3. The school influence on the coming generation.
4. School needs in the community.
5. The school as a productive institution.

Slogans—Visit the schools today
Better trained and better paid teachers,
more adequate buildings.

ILLITERACY DAY

Thursday, November 22, 1923.

1. Illiteracy—a menace to our nation.
2. An American's duty toward the uneducated.
3. Let every citizen teach one illiterate.
4. No immigration until illiteracy among native and foreign-born is removed.

Slogans—No illiteracy by 1927—It can be done
Visit the schools today.

COMMUNITY DAY

Friday, November 23, 1923.

1. Equality of opportunity in education for every American boy and girl.
2. Rural schools—City School—Colleges.
3. A public library for every community.
4. Children today—Citizens tomorrow.

Slogans—Visit the schools today
An equal chance for all children
A square deal for the country boy and girl.

PHYSICAL EDUCATION DAY

Saturday, November 24, 1923.

1. Playgrounds.
2. Physical education and hygiene.
3. The great out-of-doors.
4. The country's need in conservation and development of forests, soils, roads, and other resources.

Slogans—A sick body makes a sick mind
Playgrounds in every community
Athletes all.

TRAINING OF TEACHERS

Free schools and compulsory attendance are new experiences. No power of government can bring to them success. If they succeed, it will be through genuine effort and support that can come only from the heart of the people themselves. It is this condition that makes the position of the teacher rise to such high importance.

The standards which teachers are required to maintain are continuously rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of art. It must be dignified by technical training, ennobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation.—Calvin Coolidge.

Student Participation in School Government

By A. F. ELSEA.

The following article is a summary and conclusions made from a recent survey of Missouri High Schools on "The Extent that High School Students in Missouri are Participating in the Government of the Schools," and a close study of all of the available material written during the past thirty years on the subject of pupil co-operation in school government other than Missouri. A report of the Missouri survey appeared in the June number of the "School and the Community."

STUDENT participation in school government in Missouri is about on a par with that found in the other states of the Union. Definite plans of student government have been in operation in various places in the United States for the past twenty-eight years, and while it seems a success in many ways, the progress, to the advocates of student government, has been rather discouraging. At present only a very small per cent of our high schools have or have ever tried any form of student government and in many cases where it has been tried it has been of short duration or a pronounced failure.

The fact that some of these experiments have failed does not prove that student participation in school government should be abandoned, any more than the fact that Bolshevism is a failure proves that Russia should return to autocracy.

Professor Jones well states that student government has failed for one or more of the following reasons:

1. "Teachers are educated and trained under an autocratic system and are not qualified or fitted to teach by any other system of discipline.
2. "It is much easier to rule or control under the autocratic system.
3. "It is a human failing to love power and hence, more convenient for the teacher to exact and demand obedience to his desires than to win it through administration and respect for his intelligence and leadership.
4. "Teachers are often so enamored of their subjects that they lose sight of the fact that subjects are only the excuse for teaching manhood and womanhood, character, citizenship by developing unselfish co-operation, fairness, a spirit of service, will power, self-control and personal responsibility.
5. "So-called self-government schemes

have developed upon an elaborate and complicated constitution for their success when the machinery should be simple and workable.

6. "So-called self-government schemes have thrown the entire control and authority upon immature adolescents, and excluded the faculty from participation, when training for citizenship should have been achieved by the careful development and habituation of the fundamental process of self-control and community interest under guidance and direction of the school faculty."

As to what plan of student government is most common or most successful, it is hard to decide because there are about as many different plans of government as there are schools that have operated student government. In many respects, however, they are similar and in principle serve the same purpose.

Student self-government has been defined as a government of the pupils by the pupils under the invisible direction of the teachers. This definition is not true in all cases. Sometimes the student self-government is under the visible direction of the teachers, while in other cases it is not directed by the teachers at all.

Briggs says, "Complete self-government, as every one knows, is really non-existent in any secondary school. Pupils of this age are not competent, nor should one expect them to be, entirely to control either themselves or others." When it is a complete self-government it becomes anarchy which is worse than no government.

In the high school there are three distinct types of control: autocratic, or teacher only rule; democratic, or student-teacher rule; and anarchy, or pupil only rule. The latter type as before mentioned is worse than a failure, and unfortunately is what is mistaken by many to be student government.

Democratic control is organized government of the strictest kind compatible with individual freedom, and individual freedom does not mean individual license.

Worth McClure, Principal of the Gatewood school, Seattle, Washington, shows in a unique way that the element of success and the element of failure are in reality one and the same:

- "(1) The undeniable success of pupil government in many cases is due to the opportunity given to the pupil-citizen for practice in doing right.
- "(2) The large percentage of failures of pupil government is due to the opportunity afforded the pupil-citizen for practice of doing wrong.
- "(3) The valuable residue of the self-government idea is the unmistakable way in which both successes and failures point to the potency of the practice principle in making citizenship—good or bad."

The movement for student participation in school government in education, has forced upon our attention a method of training for conduct that is natural, and therefore effective. We have in training for speech, discarded the formal rules of abstract grammar for the language game, the drill, and the composition exercises. Similar changes have been made in other subjects, because we

believe the indirect method to be the one which gets the best results. However unwieldy and incoherent the original pupil self-government device may have been, it has played a heroic part in blazing the way to effective procedure in moral training, and the key-note of the procedure is the familiar truth that, "we learn to do by doing."

Just as, in our modern scheme of language training, every class is in a sense a language class, so should every school activity be regarded in one sense as an exercise in citizenship. Professor Plamer sums it up in a good way, "That school where neatness, courtesy, simplicity, obtain; where enthusiasm goes with mental exactitude, thoroughness of work with interest, and absence of artificiality with refinement; where liars, loafers, pretenders, rough persons, are despised, while teachers who refuse to be mechanical hold sway—that school is engaged in moral training all day long, and that school is a school where students participate in the government of the school."

pupil self-government is a device and not a method. As a device it may be used successfully in some form best adapted to suit the local conditions, by some teachers, while for others it is a waste of time. Where the conditions are right, with its various adaptations it can be made to develop the pupil into a thinking citizen. It is worth while.

Classroom Technique

By MISS IVA Z. BUTLER.

Read before a Meeting of High School Teachers of Macon County, October 6, 1923.

EXPERIENCED teachers will realize that no one can tell you how to manage a class. I cannot tell just how I do it; but if I could and you were to do only what I tell you you still would not be able to do it. Everyone must work out his own salvation. But to new and in experienced comrades we may give a few hints and words of encouragement. I shall try to be as definite as possible. I understood that was what was wanted. So you will please pardon the I's and the references to mathematics since that is what I teach.

The teacher must literally be on the job every minute of every hour of the teaching

day. I stand in the hall to see that my pupils move quickly toward the classroom. They know that I am watching them and that they cannot stop to chatter with their friends in the hall. If one is tardy he must present a very reasonable oral excuse or he is sent back for a written one from the teacher whose room he just left. I enter the room as quickly as possible, before the quiet bell rings, if all my pupils are in. Every class is seated the first week and each pupil is required to keep the assigned seat until another is assigned. This eliminates the necessity for roll-call as one can see the vacant seats in a moment. Roll-call takes time

which might be put to better use and gives an opportunity for much fun. They call: "Here" in various tones and inflections, try to fool you, and get very much amused generally.

The necessary books, paper and material are laid ready on the desk. Do not wait until the class is there before you get your material ready. At once: "Tomorrow's lesson will be—" and I devote from ten to fifteen or more minutes to the assignment. Occasionally the assignment is better at the close of the recitation; but it is difficult to leave just the proper amount of time and there must be no time left over. If one wishes, a tentative assignment may be made and added to just at the close of class. Time put in on assignments returns a high rate of interest on the following day's lesson. When there is a new topic to begin or a project to be outlined leave about half the period for the assignment. This means that you must know your work for weeks ahead. Have it all planned and keep your plans in mind at all times. Make your assignments definite beyond the shadow of a doubt. The pupils knowing the exact page and paragraph will feel more responsible for it.

Following the assignment begin work as quickly as possible. Have the stage all set and ready and keep all hands busy. I realize unquestionably the difficulty of doing this in large classes. You have to work hard and fast. I once heard Emily Griffith, Principal of the Opportunity School in Denver say that she wanted teachers who had had experience in one room schools because they could keep two or three classes going at the same time and keep the older and more advanced pupils helping with the younger ones so that nobody had time to waste or play. While one division is at the board keep the others busy with review, criticisms of board work, paper and pencil, etc. I always keep a few extra pencils and sheets of cheap paper at hand so that no one has the excuse of lack of material. Do not permit them to go back to the studyhall for it. That's a joke. If they know there is no escape they will usually bring it. To keep them busy on the subject at hand is a strong factor in keeping their interest. They have no time to get interested in other things. If you find interest in the subject lagging, make yourself the center of affairs for a minute; tell a joke that has an application; make a witty remark; let

them laugh; then go on. They must have some action. Let them move as they work, keep them talking to you or helping their neighbors. It is not always the quiet class that gets the most work done. The quick student should be allowed to help his slower comrade for his own growth as well as to help the teacher. They are usually only too glad to do it and I never interrupt such conferences so long as they stay within the bounds of quiet conversation.

If by chance they are well prepared and finish their lesson before the bell rings, go right on with the next day's work, making of it a supervised study. It is an excellent opportunity for teaching them how to study. Never leave them to sit and talk, powder their noses, comb their bobbed locks, or sleek up their pompadours. If their is nothing else to do, talk yourself. Do as the public speakers do; play for your audience. Discuss some present day topic; give them a little fun, thaw them out; then turn back to serious thoughts. Be ready to excuse the class the minute the bell rings; so that when it is necessary to hold them an instant they will remain willingly. If one constantly detains the pupils, it makes a rush for the next class and creates an ill feeling which makes for noise and confusion all day.

Now for the generalities. You must be patient. By patient, I do not mean that you shall overlook any infractions of discipline or lack of work; but that you must willingly tell them over and over again; punish or help with a certainty that there is no escaping day after day the whole year through. A quiet firm manner must be cultivated. The new inexperienced teacher often allows the pupils to suggest that former teachers did thus and so or gave such and such grades. The teacher gets the idea that she is losing the pupils favor and feels it. Don't do it. If you would have your pupils love you, you had better first win their respect. They know a teacher—do not forget it—you can't bluff them at all. Know your subject in all its phases and then adopt a middle-road policy. Do not be too soft and simple; do not be too harsh, and above all do not be too antagonistic. Never nurse a grudge against a child. If you must know him down then help him up and forget it so far as he can tell. Don't "bawl" them out too often. There are times when it is necessary in order to maintain discipline but think of something else to do

pretty soon. Van Dyke says, "Diseases are not the only things that are contagious. Kindness is contagious." You must be fair in discipline and in grades; but you must be ever ready to help even the worst of them if need be. I have gone to school an hour early, stayed an hour late, given up my lunch hour, had the pupils in my home, solved problems over the telephone and counted it all right. They owed me nothing but their goodwill and attention. It is not the teacher who sends out the most brilliant pupils that is the greatest teacher but the one who has the lowest mortality.

Make them absolutely responsible for their work and make them know it early. Do not wait until the first quarter is gone to show them that they are failing. It is too discouraging to make that much up. Quizzes do not constitute my basis for grading but they are fine to show the pupil what he does not know. Give short ones frequently. You can make them so that they are easily marked:—a few pointed questions on the lesson or a "true-false" quiz can be marked by the pupils themselves and you need take only the ranking.

Do not be afraid to praise. This one-sided way of always finding fault will not build up. If we comment on poor work we must on good work also. The pupils are not capable of judging the quality of their performances. Some one says: "But my pupils act so silly when I compliment them." That is true, I know. Just remember how you strutted about at a compliment when you were young.

This brings me to another point. There are some incidents in a classroom which are better ignored. Some pupils like to be class

monkey—the center of attention. Sometimes you must ignore them completely; at other times you must turn the laugh on them or yourself—go them one better. Do it quickly and put yourself in the front—then back to the work in hand. Be kind and polite about it. Do not ridicule your pupils nor allow other pupils to do it. Soften every rude word said by one to another. Remember that good brains do not all travel the same way and that this is a democracy. Remember that for yourself too. You can't ape the other teachers on the faculty and make good; you must be just yourself in all these do's and don'ts. Be polite. To be polite does not mean to be soft. One can be as politely firm as one can be rudely firm.

For pity's sake, as you value your reputation, do not have pets. I know it is a pleasure to hear some pupils recite; but those are the ones I neglect. I know they will get it so I save them for leaders in new or difficult work. A teacher can lose the attention and interest of her class by permitting the stars to do all the reciting.

On the whole, my method is one of prevention rather than cure. In the first place, do not begin anything you can't carry through. You may make matters worse, cause the pupils to lose confidence in your ability to make good your threats and thereby break down whatever discipline you may have built up. In the second place, just quietly put yourself in their way every time they might get into mischief—step between them and the one with whom they wish to play. Do it quietly and innocently, all the time going right on with the work. In brief, be on the job constantly with eyes, ears and mind alert to intercept the bad and stimulate the good.

If you would bring a child up in the way he should go, you must occasionally go that way yourself.—Bill Nye.

Membership in the M. S. T. A. is necessary to show pride and interest in our profession.

—Miss Rene Mayer, Supt. Barton County

POPULAR EDUCATION AND FREE GOVERNMENT

Popular education is necessary for the preservation of those conditions of freedom, political and social, which are indispensable to free individual development. And, in the second place, no instrumentality less universal in its power and authority than government can secure popular education. * * * Without popular education, moreover, no government which rests upon popular action can long endure. The people must be schooled in the knowledge and, if possible, in the virtues upon which the maintenance and success of free institutions depend. No free government can last in health if it lose hold of the traditions of its history, and in the public schools these traditions may be and should be sedulously preserved, carefully replanted in the thought and consciousness of each successive generation.—Woodrow Wilson.

Autobiographical Notes as Related to Personal Participation in the Educational History of Missouri

The following was written at the request of the Editor for the **SCHOOL AND COMMUNITY**, by Professor E. D. Phillips of Kansas City. It is one of a series which we hope to present to the readers of our Official Organ.

MY preparation for college was made partly under private instruction, and partly in the public schools of Independence and Kansas City, which in the later 60's and early 70's were in their formative and rather inefficient stage of development.

It may be interesting to the reader to know that so prejudiced were many of the

school hands; while in Kansas City that same prejudice was so strong against the **High school** that the Board of Education deemed it wise to call that grade—"**Central School**," which title may still be seen inscribed upon a stone of the old building at 11th and Locust. But time and the spirit of progress overcame that political prejudice and now no public school system ranks higher than that of Kansas City and Independence.

Up to 1873 my father's prosperous business condition enabled me to enjoy the best educational advantages that the conditions could offer, immediately after the Civil War.

But after the paralyzing, nation-wide panic of 1873 deprived my father of his fortune, and me of a home,—many a poorly equipped lad besides myself was turned out into the merciless world to seek his own salvation,—so after three years of semi-heroic struggles with ill health and financial distress, that compelled me to pay my own way, but which was also an acid test of resourcefulness and endurance, I was graduated from M. S. U. in 1877, with the degree of Ph. B., in the first class of that grand exemplar of rare college presidents,—Dr. S. S. Laws. Since then my "Alma Mater" has conferred upon me the degree of Ph. M., and the enviable, "Phi-Beta-Kappa Key." Likewise, I am the grateful possessor of the Missouri Life Certificate to teach, issued to me in 1878 by the Missouri State Superintendent of Public Schools,—Dr. Richard D. Shannon.

On returning to Kansas City after graduation from M. S. U., I was so fortunate as to be offered two positions to teach, one in Kansas and the other in Kansas City. I naturally chose the latter, and in 1877 began teaching in the old Benton ward-school, but in the following year I was transferred to the old Central High School, where I remained for twenty years as instructor chiefly in English and Elocution.

Because of my own early educational disadvantages, I soon became a close student of schools and educational conditions in progressive lines, to help boys and girls in their



PROFESSOR E. D. PHILLIPS,
Northeast H. S., Kansas City.

people and all of the private schools against the opening of public schools (in 1866) in Independence, Missouri, that, in order to reach the school house on the day set for the opening of the public schools, the boys had to run the gauntlet of clods and un-savory eggs that were thrown by anti-public

need and ambition to become better prepared to enter the business and professional world. In this period of investigation I found a congenial and stimulating companion teacher, a friend by the name of G. B. Morrison, whose career up to that time, had been quite similar to mine. For some five years, on our walks to and from school and on our Saturday and Sunday strolls out in the country in quest of exercise, fresh air and fresh ideas,—we tried to evolve a new high school course of study that would send the whole boy and whole girl to school. We read and discussed all the books that we could procure along that line,—such as the works of Pestalozzi, Froebel, Comenius, Rousseau, and Horace Mann. Gradually we became bolder and announced our reformatory ideas at teachers' institutes, as well as in private talks with school patrons and educational officials. My lamented, progressive and aggressive friend championed our ideas so vigorously that the people began to study these vital educational problems to such an extent that public sentiment finally crystallized in an irresistible petition to the Kansas City School Board to investigate this new movement, to which the Board finally and substantially responded, and in 1897, at the cost of \$350,000, the original package of Education of this sort in the public schools of America was opened in Kansas City with Prof. G. B. Morrison as Principal, and myself as Vice-Principal. At last, there existed a high school which was "50-50," academic and technical, wherein the whole pupil could be trained symmetrically. As Tennyson sang,—“All can have the flowers now, for all have got the seed;” and is it not true that now there is scarcely an American city of 100,000 people that has not such a duplex, full-fledged public high school? In 1903 Prof. Morrison was called to St. Louis to preside over the second high school of that type, and I was appointed to succeed him as principal of the Kansas City Manual Training High School.

It was while teaching English Literature at Manual that I was enabled to complete my original **literary laboratory** method for teaching **English Literature** correlated with English History. This scheme involves individual library research by the pupil, directed by my carefully prepared guidebook—let of topics, questions and bibliographies. The major purposes of this plan are to in-

duce the pupil to do systematic research work himself, to think in relation, and to lay more stress upon creative work than upon accumulative and memory work.

As the new principal, I felt it incumbent on myself to add to this school's efficiency. So I induced Superintendent Greenwood to allow us to change the method of teaching physiology, by placing girls and boys in separate classes, the former to be in charge of women teachers and the latter in charge of men teachers. This plan is now used in all the Kansas City High Schools. My next proposal was to eliminate all non-educational or destructive athletics, such as football, and to confine all Gym work to purely constructive, educational physical culture, adapted chiefly to the needs of anemic or physically sub-normal students. This experiment proved to be highly beneficial as long as it was used down to 1913, when I resigned as principal of the Manual Training High School.

Another interesting experiment which was successfully tested was in all literary and elocutionary contests to allow only girls to compete with girls and boys with boys.

In 1906, I persuaded the M. S. U. Board of Curators and Faculty to establish the Missouri Inter-High School Contest in debate and essay for two \$150 scholarships, the boys competing with boys in debate, and the girls with girls in essay writing. One object of this contest was to encourage the Missouri High School graduates to attend our own state university; and another object was to popularize and enhance the production by our young people of original composition and practice in public speaking.

This innovation was continued for ten years and was eminently successful in achieving both of the above mentioned purposes.

One of the most enviable results that attended my administration of that school was of this type of school in securing positions for its graduate boys in technical business offices and plants, such as architectural and engineering offices, as well as in factories, foundries, machine shops and electrical shops. Likewise for girls in bookkeeping, millinery and dress-making establishments.

However, my educational policy was to urge all graduates who could afford to do so, to pursue a more advanced and complete

course in a higher educational institution, before entering the business world.

The Manual Training High School is still the only Kansas City High School that clings to the original educational ideas of my friend, Prof. Morrison and myself in requiring two years of manual training for graduation; and in offering a four years course of intensive technical work, along with a well-balanced academic course.

One event of my administration as principal of this school that I reflect upon with great satisfaction, is the unique and comprehensive and interesting display that was made under my direction of exhibits of every department of the school for the Louisiana Purchase Exposition at St. Louis, in 1904.

If there are three educational ideals that I have striven to attain besides equipping the student efficiently to make his own living on leaving school, they are: 1st,—to master and to use the fundamental **ethical** principles of right thinking and acting; 2d,—to cultivate a high appreciation of the **aesthetic** and **spiritual** phases of life; and 3d,—to be 100 per cent American in the understanding and practical demonstration of the essential and basic principles of the American democracy.

In 1913, wishing to be relieved of the heavy responsibilities in caring for a double session high school of nearly 1900 pupils and 77 teachers, I was invited to accept the headship of the English Department of the new Northeast High School, where I am still engaged in the congenial work of teaching English Literature.

ADDENDA

During Superintendent J. M. Greenwood's administration, I served under him down to the close of his career, as member of his Institute Program Committee, and often as Secretary of the Kansas City Teachers' Institute.

In 1877 Mr. Greenwood organized a Philosophy Club, which met Friday evenings quite informally, in his office, to read and discuss the works of such authors as Kant and Herbert Spencer. It was like the famous **Dr. Johnson Literary Club**, and did a world of good. I was reader for this club until it became so large, popular and formal that it required the customary staff of officers, and sported a "year-book." When it be-

came the resort of eccentric and too radical invaders, it was wisely discontinued.

During my long career it devolved upon me to write and to deliver the memorial tributes to quite a number of the "Old Guard" of Kansas City's teachers and school officials, including,—Hon. J. V. C. Karnes, Major Joseph Norman, Assist. Superintendents G. B. Longan, and F. D. Tharpe, and our revered leader himself, **Sup't. J. M. Greenwood**. In this same capacity it became my sad duty to pay a similar public tribute to that beloved and honored Jackson County Superintendent, Prof. David Caldwell, and also to the memory of my friend and co-worker, Principal **G. B. Morrison**.

Under Jno. R. Kirk's progressive and aggressive administration as State Superintendent of Public Schools, I was a member of a large joint committee which he appointed to block out a uniform and comprehensive course in **English** for use in the grades and correlated with the supplementary reading and school libraries.

During my long term of service in Kansas City I received several attractive calls as far away as Utah, California, and Texas, to serve as teacher or superintendent of schools; but I preferred to remain in my home town and help to build up a strong efficient system of public schools, until now I am but three years from the half-century milestone of that career.

Two of my daughters are graduates of M. S. U., a third daughter was for years assistant librarian in the M. S. U. Library. My son-in-law, Mr. O. R. Johnson, is a teacher in the Agricultural College at **M. S. U.**

It was my privilege to be an intimate acquaintance with the following presidents of my "**Alma Mater**": Dr. Daniel Reed, Dr. S. S. Laws, Dr. R. H. Jesse, Dr. A. Ross Hill, and Dr. J. C. Jones.

One of the most timely and sentimental acts that I ever performed was when the great fire of 1893 destroyed the "Old Original," or Mother building, in which I did most of my University work. By correspondence and persistent, personal interviews, I plead with the Curators to spare the six beloved old columns, if they were found to be safe and sound.

When expert architects assured the Curators that these sacred "pillars of learning" were intact and all **statu quo**, the suggestion

was adopted; so that now and forever the old campus is graced with a striking Hellenic feature of classic beauty and dignity, such as no other college or university in America can boast. Long live our cherished

"Alma Mater,"—The Missouri State University! and long may I be spared to worship 'neath her Columns!

Gratefully and fraternally,

E. D. Phillips

Doctor Neale Glad to Come Back

WHEN Dr. M. G. Neale was called to the deanship of the School of Education of the University of Missouri, Missourians were glad to see the beginning of a movement which may properly be called "The Turn of The Tide." For years many of our most promising young men in the

name them all would be to compile a list that would closely resemble a catalogue of stars in the educational galaxy of the Nation. Dr. Neale's name would have been one of the list.

One of the contributing causes to this drift, has been the fact that so many of the ambitious ones have taken their advanced work in educational institutions outside of Missouri. Dr. Neale brings to the school the character, the preparation, the leadership and the vision that will make this practice no longer necessary. But let him speak to you. He says:

"I am glad to come back to Missouri for many reasons. First of all I like the State of Missouri itself, the Ozarks where I was born and spent my early years, the prairies of northern Missouri where I later lived, the Mississippi Valley section of southern Missouri where I worked for three years and the western prairie section, every county of which I have visited. I am glad to come back because I believe in the future of the State. I believe in her people, and I want to work for them to help build up in Missouri a School of Education that will keep full pace with the future development of this great commonwealth.

"I am glad to come back because I like the school men and women who work here. I like their friendliness, their co-operative spirit and their devotion to public service.

"I like the spirit of co-operation that now exists here among the different educational institutions and the splendid interest in educational progress shown by the work of the Missouri State Teachers' Association.

"With all these favorable conditions under which the School of Education of the University of Missouri may work, it is my hope that it may be possible for it to do more completely and effectively from year to year the following things:

1. Provide the best possible training for high school teachers—a duty which the University must share with



DR. M. G. NEALE, who comes to our School of Education from the University of Minn. He was born and raised in Missouri, has a B. S. degree from her School of Education, and a wide experience in educational work in his native state. His Masters and Doctors degrees were received from Teachers College, Columbia, New York.

field of education have been drifting away from our State to fields that at least looked more alluring. There is scarcely a state but has taken one or more of its educational leaders from the ranks of Missouri. To

the other educational institutions of the State.

2. Provide advanced training for school superintendents, supervisors, principals and educational leaders for the State.
3. In connection with this graduate training the School of Education must do its share in the development of a real, accurate and thorough

science of education.

4. It must also provide educational service for the Schools of Missouri. It should perform this educational service first of all to help the schools, and secondly because in no other way can the instruction in its classes and the investigations pursued by graduate students be filled with meaning and interest."



Miss White, State Director of Rural Supervision, Summarizes First Month's Work

Some of the results obtained by the Rural Supervisors during the first month of their work in the five Teachers College Districts of the State.

	Sullivan.	Linn.	Montgomery
1. No. of Meetings held	4	8	10
2. No. of Teachers reached	54	28	101
3. School Directors and Patrons	384	4	265
4. Demonstration lessons taught	6	6	10
5. No. of pupils in rooms visited	500	128	119

	Davies	Atchison	Harrison	Gentry
1. No. of Meetings held	0	3	0	0
2. No. of Teachers reached	22	42	30	33
3. School Directors and Patrons	2	9	0	16
4. Demonstration lessons taught	0	3	8	0
5. No. of pupils in rooms visited	428	57	625	413

	Jefferson	Washington	Iron
1. No. of Meetings held	0	6	3
2. No. of Teachers reached	19	71	27
3. School Directors and Patrons	16	36	13
4. Demonstration lessons taught	3	10	5
5. No. of pupils in rooms visited	400	200	180

	Ozark	Dallas	Howell
1. No. of Meetings held	0	10	5
2. No. of Teachers reached	18	69	68
3. School Directors and Patrons	21	413	87
4. Demonstration lessons taught	16	27	30
5. No. of pupils in rooms visited	544	340	260

	Bates	Pettis	Hickory
1. No. of Meetings held	4	6	5
2. No. of Teachers reached	95	93	62
3. School Directors and Patrons	42	118	57

THE ST. LOUIS REFUND PLAN

Parties living 50 miles or more from St. Louis may have their railroad, trolley or steamboat fares refunded on purchasing as much as \$25.00 worth of goods from any or all of the stores of the members of the Associated Retailers of St. Louis on a basis of one mile both ways for each dollar's worth of goods purchased. Thus, customers coming from any distance outside the 50-mile radius may, on purchasing a sufficient amount, have their fares refunded.

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4. Demonstration lessons taught.....	8	12	17
5. No. of pupils in rooms visited	40	113	128

In one county five all day meetings and five night meetings were held. In some counties the work was planned for teachers' meetings and no particular effort was made to have large crowds.

Various types of work have been taken up and this depends upon the needs of the schools and the communities. The Teachers Colleges, the City Superintendents, the Teacher-Training Teachers and students have been a great help and inspiration to the Rural Supervisors and the County Superintendents.

In all the counties where the county superintendent had organized his or her county and where the program had been planned in advance, the teachers, patrons and pupils express themselves as being highly pleased with the plan. In one county every rural teacher except one attended an all day meeting and in another county all teachers except two were able to attend.

We feel that the Conferences with the teachers and the school people are conducive to good work and will result in a broader spirit of cooperation throughout the entire state.

State Superintendent Lee Explains New Plans of Supervision For Teacher-Training Schools

Relative to the new plea of supervision worked out between the State Teachers College and the State Department of Education for the Teacher Training High Schools of the State:

I feel that the chief function of the State Teachers Colleges and the University of Missouri is to train teachers for the schools of the state. The chief function of the State Department of education is to standardize and supervise the Elementary and High Schools of the state.

There are about 130 Teacher Training High Schools in the state of Missouri. It is absolutely impossible for the State Department to visit these schools and supervise them with one high school inspector. It did not take us very long to come to this conclusion after we came into the office. Being, as stated above, the chief function of the Teachers Colleges is to train teachers, I feel that part of the work of supervision of the Teacher Training High Schools of the state of Missouri belong to the Teachers Colleges.

The State Department can only supervise the Teacher Training work from the admin-

istrative standpoint; in other words, we have only supervised this work concerning the number in the classes, the requirements for teachers, the requirements for graduation and the issuance of certificates, etc.

There is another large field which no one has ever touched and that is the professional supervision, of these schools. If each one of the Teachers Colleges would put a worker in the field, visiting the Teacher Training High Schools, I see no reason why each one of these teacher training high schools cannot be made an adjunct to the State Teachers' Colleges; in other words, the representative from the State Teachers College will come in touch with the four or five hundred persons preparing to teach in the course of the year. This person's mission from the Teachers College would be one of usefulness and service. They would in no sense of the word be inspectors. They would supervise the teacher training high schools from the professional standpoint, only, methods of teaching, etc., while the State Department would supervise these schools from the administrative standpoint.

Picture Study for November

PILGRIMS GOING TO CHURCH (Boughton).

The Artist—

George Boughton, the artist whose skill gave us the Picture, "Pilgrims going to Church," was born in England in 1834. He came to America with his parents when only three years old. He liked to draw and fixed up a studio for himself when only sixteen years old. Some three years later he made a sketching

tour of Great Britain and made his first exhibit in New York in 1858. After 1860 he went back to Europe finally remaining in London. Both Great Britain and the United States claim Boughton as her own artist, but he preferred to be called English.

His pictures sold for large sums of money and are to be found in both this country and in Eng-

land. He did not confine his pictures to Pilgrim life though these are best known to us, but also painted scenes from the life of the Dutch settlers in New York and from the French peasants. "Pilgrims going to Church" is perhaps the best known of Boughton's pictures in America although "Pilgrim Exiles," "The Departure of the Mayflower," "The Return of the Mayflower," "John Alden and Priscilla," and "Priscilla" are all popular.

The Picture—

This picture is just what the name indicates, a group of Pilgrims on their way to church. The dress is the simple garb of the people as history records it. The fear of attack from the Indians is evident for there are guards in front, in the center, and in the rear. The queer firearms do not look as if they would be very effective as compared to our more modern weapons.

Directly behind the front guards are the minister and his wife. The artist has given them the most prominent place in the picture by separating them slightly from the rest. They hold

the place of honor in the group as they hold it in the community, for the pastor was leader in more than a spiritual way. The minister wears somewhat different clothing from the other men and a close fitting cap is on his head. He, as well as several others, carry their Bibles. The profiles of this couple show their serious, thoughtful and dignified bearing. The artist has turned the faces of those following these two important figures toward us. This arrangement gives a feeling of a curve or turn in the snowy path. The sweet faces of a girl and a boy add decided interest and charm to this little flock of worshippers.

Mr. Boughton has included broad sketches of landscape in his pictures which give a calm and restful feeling. Snow on the tree trunks shows that it has recently fallen. We know the New England climate is severe and we cannot help but wonder if these people are clad warmly enough to keep out the winter's chill.

The many vertical and horizontal lines of the picture impress us with calmness and serenity. Not even the possibility of lurking Indians disturbs the peace of the scene.

The Constitutional Convention Completes a Good Work

THE Constitutional Convention met May 15th, 1922 and after numerous recesses, some of which extended over several weeks, adjourned sine die on October 5th, 1923. It was composed of 83 delegates, 41 democrats and 42 republicans. No caucus even pretending to exercise control over the delegates belonging to either political party was ever held; there was not a single roll call that shows all the delegates of either political party voting solidly against those of the other party; and the only question which tended to divide the delegates along political lines, that of redistricting, had to be settled as other questions were settled by compromising extreme views. Therefore, the Convention was in reality bipartisan and in practice non-partisan for no party committee or party leaders as such could control or even ever attempted to control the action of the Convention.

The Convention was unique in two respects; it was the only bipartisan Constitutional Convention ever held and the only one in which women sat as delegates. It was composed, for the most part, of able, sincere men and women well equipped for the task before them. They labored earnestly and diligently and the revised Constitution which is submitted for your approval is the result of deliberate consideration, intelligent discussion and at times heated debate. As no political party could control the Convention its work, like the Constitution of the United States, of necessity represents the

compromise of conflicting views in many of its provisions. While the work of the Convention is a real revision of the Constitution of the State it has been carefully divided into 21 separate proposals for submission to the people. The sections have been so arranged and where necessary the proposals provided with schedule sections so that should any one or more of the proposals be defeated at the polls those amendments adopted, together with the parts of the old Constitution which would take the place of the defeated proposal or proposals, would make a complete and harmonious Constitution. This plan will give the people much greater latitude for intelligent study and choice. Should any voter find something in the work to which he is opposed he can vote against the proposal containing that thing without voting against the many other things which he will approve.

Of the many good things in the proposed revision space will permit us to comment upon only a few.

Section 8 of the Bill of Rights of the present Constitution prohibits churches from holding real estate for any purpose except church buildings, parsonages and cemeteries. In this age when churches have many schools, hospitals, orphanages and charitable institutions, this limitation is a great handicap to the work of the churches. Especially is this true of those churches whose organization does not provide for Bishops in whose name the title of such

property may be vested. This section has been amended to permit churches to hold real estate for such non-gainful purposes. This change will certainly meet with the approval of all those who believe in the educational and charitable work of the churches.

Section 12 of the Bill of Rights relates to indictments and is the constitutional provision which has caused the dismissal of a great many cases because of technical errors in indictments. This section has been amended so that a simple plain statement of the alleged offense is sufficient. This change will prevent the dismissal of cases because of technical errors in indictments and thus save the State thousands of dollars in useless expenditure. It will undoubtedly be approved by all who believe in a law enforcement and a fair trial upon the merits of a case.

The amount of money that the General Assembly may spend for employes and clerks has been limited to \$700 per day. Under the present Constitution the amount that may be spent for such purposes is unlimited and as every one familiar with the circumstances knows this privilege has been abused. The pay of members of the general assembly has been increased from \$5 to \$10 per day. After deducting hotel expenses this is only a fair compensation to those who represent us at the state capitol. It is estimated that the added expense to the State caused by this increase of the pay of the members will be more than met by the saving made over present expenditures in the item of clerk hire. This will appeal to all who want us to have an efficient and capable general assembly.

Article V which prescribes the organization of the executive department is amended to provide for an executive budget and for the organization of all the executive work of the state in not more than twelve departments. All boards, bureaus and commissions not under these departments of state are abolished after January 1, 1926. This will prevent duplication of much work and together with the budget system will save the state a great deal of money every year.

Probably the greatest need of Missouri government today is a more flexible and unified court system. Our courts are now independent of one another; there is no ad-

ministrative head to the system; the rules of procedure are frequently inadequate and being statutory cannot be changed by the Courts themselves; the growth of cities and shift in population has caused some Courts to be over-worked and their docket congested while others have little to do. Much delay, unnecessary expense and consequent failure of justice has resulted from these conditions. No individual, official or party is to blame for this situation. The fault is in lack of co-ordination in the various parts of our Court system. The revised article on judiciary provides for a flexible Court system and vests administrative powers and the power to make rules of procedure in a judicial council in which the Circuit Courts, Courts of Appeal and the Supreme Court are all represented. This council can assign judges, temporarily, to the Courts which are behind in their work and thus relieve congested dockets. This new Court system will operate to prevent delay in Court proceedings and save the people much expenditure of time and money insuring their rights in the Courts.

The revised articles on Suffrage and Elections will permit the opening of ballot boxes in Court in cases involving fraud in elections. This provision is very important as our republican form of government depends upon fair elections and an honest count of ballots.

The subject of taxation is presented in three proposals: one provides for a general revision of the Article with the exception of section four. This provides for the reduction of the amount of State taxes that may be levied by the legislature from 15 cents to 10 cents on the hundred dollars valuation. If bonds are voted by the people they are to be issued in serial number and be paid in regular installments this will prevent cities from incurring indebtedness and putting off its payment until after the improvements for which the money was spent have been worn out. In the matter of the rate of levy which the people may vote for school purposes all discrimination between people living in the country and those living in the cities have been removed. The people of any district may, by a majority of those voting, vote one hundred cents on the hundred dollars valuation for school purposes and in case of necessity may vote one hundred and twenty cents or even one

hundred and fifty cents on the hundred dollars valuation; but in such cases the increased levy must receive the approval of two-thirds and three-fourths respectively of these voting.

The second proposal relating to taxation permits the general assembly to classify property for purposes of taxation. Thus non-productive property such as household goods, farm implements, etc., may be made a class by themselves and a low valuation placed upon them. Notes may be made a class by themselves and a filing fee sufficient to cover the amount of taxation the general assembly desires such property should pay required. Notes not filed could not be legally collected under such a law. This provision will enable the General Assembly to give real relief to farmers and others who necessarily have much non-productive property and at the same time provide for a practical method of collecting some real money from the vast amount of intangible property such as notes and bonds that at present escape all taxation.

The third proposal provides for the repeal of the present ex-officio board of equalization. The effect of the entire revision of the article on taxation as represented by the three proposals is to make the whole system of taxation more flexible and place in the hands of the people through their representatives the power to readjust and correct the system when shifting economic conditions produce injustice in existing methods.

The important change in the article on education is the creation of an elective board of education to take the place of the present ex-officio board. This board is given power to select a commissioner of education who will take the place of the present superintendent of public schools. The members of this board of education are not paid a salary but are to be allowed a per diem and expenses for the days actually in session. This board is comparable to our pres-

ent board of regents, the official authority in control of our state teachers' colleges, or the board of curators in control of the State University. The boards meet and select the President and faculty of the institution under their control and hold them responsible for doing the work of the institution. They meet occasionally probably four or five times a year for a day or so at a time, determine policies and transact the necessary business of the institution. The administration of the institution is not dependent upon the term of office of any member of the board but continues as long as in the judgment of the board it is satisfactory. This change will provide the same type of administration for the state department of education that now obtains in our educational institutions and in our town and city school systems. The Commissioner of Education who will do the actual work of the department and exercise the supervision over the schools of the state now exercised by the state superintendent will not be a political official, will not be compelled to run for office every four years and his tenure will not be determined by politics but by his proficiency in the work he is doing. When we consider that the people of Missouri are now spending \$40,000,000 a year on their public schools we can see the importance of this change which will take the state superintendent's office out of politics.

There are many other changes made in the general work of revision but space forbids further detailed discussion.

In conclusion we would say that the general plan and purpose of the entire work is to introduce changes in administration and organization of the various departments and agencies of government that will prevent duplication, provide for more efficient and continuous service and save money in the actual operating expenses of the government, and after all that is the only way to reduce taxation without doing more harm than good.—C. H. McClure.

It is not enough to have understanding and good education among a few; what we require is good understanding and good education en masse. We must in the mass understand the problems with which we must deal as a democratic people. We can advance and develop democracy but little faster than we can advance and develop the average level of intelligence and knowledge within the democracy. That is the problem that confronts modern educators; that is the problem that confronts democracy itself.—Samuel Gompers.

The Hot Lunch at Mt. Sinai School, Cooper County, Missouri

By ELIZABETH BOONE, Teacher.

At the August Plan Meeting of the Cooper County Teachers, Elizabeth Boone with her pupils gave such a practical demonstration of "hot lunches" in the rural schools that we were impelled to ask for this article. It is hoped that the experience of this live rural teacher and Mt. Sinai School may assist others in doing that which contributes to the health, comfort and happiness of the children. Ed.

THE Hot Lunch Club at Mt. Sinai School had its origin September, 1921, in a meeting of the mothers, called by the teacher. All mothers present were willing

and cooked for one week. When the boy can choose a girl for assistant, he seldom dislikes cooking and other club features make him willing to do his part. All under ten



Some of the Leaders of the Hot Lunch Club.

to give the hot lunch a trial, although they were not enthusiastic over it. One mother offered her three-burner oil stove with some cooking utensils and delivered them with a present of five gallons of coal oil.

This was a fine beginning and with some prize money from the State Fair, cocoa, sugar, lima and navy beans were bought. Contributions of milk, butter and potatoes were made. (As I am attempting to show our working plans, I am giving details.)

The work was managed in the following manner. The school of sixteen was divided into "Seniors" and "Juniors." All over ten were "Seniors" and both boys and girls acted as cooks. Each "Senior" choose an assistant

were "Juniors," who carried water, wiped dishes, swept and did any other chores. The week began on Tuesday as Monday is a difficult day to begin. The menu was placed upon the blackboard in a space reserved for the purpose. Each child copied this and was requested to give the copy to its mother, who furnished supplementary food to make a balanced meal.

Both "Seniors" and "Juniors" helped furnish milk, butter or any other articles, which could not be bought easily and could be brought from home. Beans, rice, sugar cocoa and canned goods were bought in large quantities and stored in the kitchen.

The first cooking experiences were con-

finned to cocoa, beans, stewed potatoes and vegetable soup. In October, a pie supper brought about \$30.00 and to our Menu were added escalloped salmon, peas, muffins, noodles, rice pudding with raisins, etc. Beans rice and vegetable soup were placed on the stove before school, seasoning and stirring being all that were required during school hours. Sometimes these were started the day before, especially if the meat was delivered late in the day. From twenty to twenty-five cents worth of meat made vegetable soup for sixteen pupils, furnishing them with almost a complete meal. Escalloped salmon, potatoes, and the chocolates for cocoa were prepared at recess.

As the club gained experience, the cooks were eager to try new dishes. Roast beef with dressing and creamed eggs were tried. On Thanksgiving, the teacher contributed a turkey she had raised; the other members brought pickles, pumpkin, butter and cream. These were converted into a Thanksgiving dinner cooked by the Club and served to

the school. Each birthday was the occasion for a cake served at the last recess. These were baked by Club members. I mention these to show how incentives were furnished to enlarge their cooking experiences.

At two public meetings each year, there were talks and demonstrations, when articles were cooked before the audience and the demonstrators discussed the method of cooking and the food value of the dish.

Before closing, I think I should give an approximate cost. For two years we never missed a hot dish and each year the actual cost of purchased food was about \$16.00 for the sixteen pupils. However, the parents gladly co-operated in furnishing milk, butter and potatoes or other vegetables for soup.

The pupils of this school were enthusiastic, healthy, and happy. They delighted in the work that afforded them both pleasure and benefit and were sorry when school closed. This being so, the patrons of the district now believe the hot lunch at school is both practical and profitable.

Department of

Child Hygiene and School and Home Sanitation

Conducted by the

MISSOURI TUBERCULOSIS ASSOCIATION

W. McN. Miller, M. D., Editor



PHYSICAL EDUCATION IN MISSOURI

MENTAL development and physical growth in the child are so indivisibly conjoined and are so mutually dependent one upon the other that mental education and physical training must be regarded as but aspects of the selfsame process applied to attain the single objective—the efficient all-around man. In saying this, more is signified than “a healthy mind in a sound body” expresses; mental education and physical training, implying health training and health supervision, are connately one, i. e., born together one, not associated or wedded, for life.

This means fundamentally that there is no mental development without correlative physical growth; that these go as right with left. It means that, if we would have the

child become an efficient symmetric man, we must educate him mentally AND train him physically.

The Missouri physical education act provides for such service to the children of the state by the public schools and we are pleased to know that the State Department of Education and the teacher training institutions and high schools of the state, under the provisions of this act, are taking the effective initial steps toward the attainment of its aims.

HEALTH WEEK AND CHRISTMAS SEAL SALE

WITH the approaching Christmas comes again the opportunity for the school forces and pupils of the public and private schools of the state to participate in the annual campaign of health edu-

cation and the sale of Tuberculosis Christmas Seals. This will be the thirteenth season of this state-wide school activity which has yielded so much to the present welfare and future outlook to the children of the state. In the year 1911 the chance of death from tuberculosis was nearly twice what it is today. The death rate from this disease is declining increasingly each year as children, informed as to the nature of tuberculosis and trained to withstand its infection, grow into manhood and womanhood.

As in the past, the Missouri Tuberculosis Association will send out programs for health week in December, the week beginning with the ninth. It will send to all public schools the usual health literature and supplies for the school health week program and literature for distribution to the homes of school children. It will send Christmas Seals and seal fund certificates which are to be sold, the funds from which will be used as in the past, to promote the health and welfare of the people of the state.

Reports of the increasing prosperity of the farming communities portend a "greater than ever" sale of seals this year.

THE NEW HEALTH EDUCATION

"THE first idea that is often found at work in the health movement is that health is primarily a physical matter. This idea is predominant in the emphasis on brushing one's teeth, in masticating one's food, and in exercising one's muscles. Contrariwise, health is not only physical, but also mental and social. One's teeth are more dependent on what one's mother eats during pregnancy than on teeth-cleaning habits; one's digestion is related as much or more to mental attitudes than it is to mastication; and exercises that neglect the satisfactions and annoyances in the nervous system is making false claims for wholesomeness. The teacher of health education must recite as one of the first principles: Mind and body are one. Health and happiness are not built up; they come from activities that produce them as by-products. The important consideration in this connection is to teach boys and girls to live correctly, to establish wholesome habits, and to form socially useful attitudes. The school by its sterile program of calisthenics, may delude itself about "building up health," but boys and girls go to college seeking to be excused from the require-

ment of physical education. It is far more important that the school seek constantly to develop a skill in, and a love for, some form of physical activity that they will carry with them throughout life." In an article that is full of sound common sense, Dr. J. F. Williams, of Teachers College, Columbia University, in the September issue of *Hygeia*, makes the above remarks and brings home forcefully the need for interest and satisfaction in work and play if a real hygiene is to be taught."—Health Bulletin, North Carolina State Board of Health.

PHYSICAL EDUCATION LAWS ENACTED BY RECENT LEGISLATURES

Connecticut—Strengthened laws providing for physical condition and inspection of health in public schools.

Iowa—Passed law providing for physical education and health training in public schools. Passed measures for playgrounds.

Minnesota—Passed law for physical and health education in public schools and providing for courses in these subjects in all state-teacher training schools and colleges.

Montana—Provided for special building for treatment of child victims of tuberculosis in state sanitarium.

Nebraska—Revised and strengthened health law regarding physical examination of school children by teachers.

Ohio—Passed law for physical education in public schools.

South Carolina—Passed law for teaching of hygiene in the public schools.

Tennessee—Provided for physical education in public schools; also for courses in this subject in all teacher-training schools in the state.

Wisconsin—Made general revision of health laws and passed bill for physical education in schools as well as courses for teacher-training schools. Also passed bills seeking to prevent infant blindness and to reduce infant mortality. Adopted measures strengthening laws dealing with public health nursing.

Washington—Provided for teacher of hygiene and physical education in all teacher-training schools and colleges.

The greatness of a country does not depend upon the number of square miles it contains, but upon the number of square men.

General Sessions Program, Missouri State Teachers Association

In Coliseum, St. Louis, Missouri, December 5-8, 1923.

THE following is the tentative program as submitted by President Clyde M. Hill. The Assembly of Delegates will convene at nine o'clock on Wednesday morning, December fifth and continue its deliberations until they are finished. It is hoped that its work will be completed in time for the delegates to participate in all the general programs of the convention.

GENERAL SESSIONS.

Missouri State Teachers' Association, 1923.

Thursday evening, December 6, 7:30 p. m.

Vice-President J. J. Maddox, presiding.

Music (St. Louis Public Schools), 30 minutes.
Subject: "The Educational Situation in Missouri."

- I. The State—His Excellency, Gov. Arthur M. Hyde (30 minutes).
- II. State Department of Education—Supt. Chas. A. Lee (30 minutes).
- III. State University—President Stratton D. Brooks (20 minutes).
- IV. Teachers Colleges—President John R. Kirk (10 minutes).
- V. Missouri College Union—Dr. T. W. Nadd, President Drury (10 minutes).
- VI. City Schools—Supt. J. W. Thalman, St. Joseph, Mo. (10 minutes).
- VII. Rural School—Supt. T. R. Luckett, Pettis County (10 minutes).
- VIII. Parent-Teachers' Association—Mrs. Wm. Ullman, Springfield (10 minutes).

Friday morning, December 7, 9 O'clock.

Vice-President Eugene Fair, presiding.

Music (St. Louis Public Schools) 30 minutes.
Subject: "Educational Progress."

- I. Address: Dr. C. H. Judd, Dean School of Education, Chicago.
- II. Address: Dr. W. C. Bagley, Teachers College, Columbia University.

Friday evening, December 7, 8 O'clock.

Concert: St. Louis Symphony Orchestra.

NOTE: All members of the State Teachers' Association will be admitted to this concert upon the presentation of their membership cards. Others may be admitted upon the purchase of a ticket. The price of the tickets will be \$1.25. There are no reserved seats.

Saturday morning, December 8, 9 O'clock.

Vice-President Russell Sharp, presiding.

Music (St. Louis Public Schools) 30 minutes.
Subject: "Educational Achievement."

- I. Address: Miss Olive Jones, President N. E. A.
- II. Address: Miss Theda Gildemeister, State Teachers' College, Winona, Minn.
- III. Address: Chancellor Herbert S. Hadley, Washington University.
- IV. Installation of President-elect.
- V. Adjournment.



PRESIDENT CLYDE M. HILL, who has the general direction of the State Program at St. Louis, December 5-8.

Department Programs

DEPARTMENT OF UNIVERSITIES, COLLEGES, AND JUNIOR COLLEGES

Chairman, R. S. Douglass, Southeast Missouri Teachers College, Cape Girardeau.

Secretary, I. N. Childs, Central Wesleyan College, Warrenton.

The Relation of Extra-mural Work to Class-

room Work, Fred Keller, State Teachers College, Maryville.

What More May we do for the Gifted Student? F. M. Tisdell, University of Missouri.

Further Reports on the Use of Tests in the Classification of Student.

Each number to be followed by general discussion.

DEPARTMENT OF SCHOOL ADMINISTRATION

Chairman, O. G. Sanford, Superintendent of Schools, Trenton, Mo.



PRESIDENT STRATTON D. BROOKS, of the University of Missouri, who will speak for the State University on the Thursday evening program. Dr. Brooks is rapidly winning the admiration and esteem of the citizens of Missouri. He was born in Cass county of this State.

Vice-Chairman, J. H. Markley, Ass't. Supt. of Schools, Kansas City.

Secretary, Chas. Banks, Superintendent of Schools, Kirksville.

A Junior High School as an Integral of our School System, Supt. Thomas, Springfield, Mo.

Course of Study for the Junior High School, Dr. Fred Keller, Maryville, Mo.

Round table discussion.

CITY SUPERINTENDENTS' DIVISION.

Chairman, C. E. Chrane, Superintendent of Schools, Boonville.

Vice-Chairman, Egbert Jennings, Superintendent of Schools, Kennett.

Secretary, M. B. Vaughn, Superintendent of Schools, Montgomery City.

Present Tendencies in School Administration, Dr. M. G. Neale, Dean, School of Education, University of Missouri.

A Re-organization Curriculum, Mr. John Boyd, State Department of Education.

Supervision through Measurement of School

Results, Dr. Charles H. Judd, Director, School of Education, University of Chicago.

Discussion.

Election of Officers.

DEPARTMENT OF ELEMENTARY SCHOOLS

Chairman, Katherine Spencer, St. Joseph, Mo.

Vice Chairman, Mary Ford, Maryville, Mo.

Secretary, Eleanor Byrne, Junior High School, St. Louis, Mo.

Eighth Grade Chorus, Wyman School, St. Louis Mo., Miss Elsa Brix, Director.

Making English Function in the Grades, Miss May B. Lambader, Woodland School, Kansas City, Mo.

History-Eighth Grade Class, Miss Bertha Mechan, Instructor Ben Blevett Junior High School, St. Louis, Mo.

Demonstration Lesson in Reading, Miss Gail Harrison, Columbia College, New York City.

Story-telling in the Primary Grades, Miss Charlotte Weddle, Longfellow School, St. Joseph, Mo.

Music Appreciation in the Grades, Mr. Charles R. Gardner, Director of Music, State Teachers' College, Maryville, Mo.

Geography via the Project Method, Mrs. Elizabeth Bragg, Supervisor in Training School, State Teachers' College, Springfield, Mo.



MISS OLIVE JONES, of New York, President of The National Education Association. Miss Jones will deliver a message from the N. E. A. at the Saturday morning session.

DEPARTMENT OF HISTORY AND GOVERNMENT

Chairman, H. S. Foster, Maryville.
Vice Chairman, Miss Olmsted, Central High School, St. Louis.



HIS EXCELLENCY, ARTHUR M. HYDE,
GOVERNOR OF MISSOURI, who will speak for the State as a whole on "The Educational Situations in Missouri," at the Thursday Evening Program.

Secretary, J. E. Wrench, University of Missouri, Columbia.

FIRST SESSION

What Should be in a High School Course of Study on History and Government and Allied Subjects, J. S. Gochenauer, Central High School, St. Louis.

The New Constitution, C. H. McClure, Teachers' College, Warrensburg.

Training for Citizenship, Superintendent Chas. A. Lee, State Department of Public Schools.

SECOND SESSION

What Should be in the Course of Study for the Grades on History and Government and Allied Subjects, Georgia Tatum, Teachers' College, Kirksville.

The Newspaper and Current History, Carlos F. Hurd of the Post Dispatch, St. Louis.

(Subject to be announced later), Herbert C. Hoover, Department of Commerce, Washington, D. C.

History and Social Science Teachers will meet at a dinner, the details of which will be announced in the Program Booklet.

DEPARTMENT OF SCIENCE

Chairman, Theodore D. Kelsey, Cleveland High School, St. Louis.

Vice Chairman, Miss Orrel M. Andrews, Junior College, St. Joseph.
Secretary-Treasurer, Dr. Hermann Schlundt, Columbia.

FIRST DAY

Reports of Secretary-Treasurer, Dr. Herman Schlundt.

A Survey of Science Teaching in Missouri High Schools, Miss Orrel M. Andrews, Central High School and Junior College, St. Joseph.

Discussion.

SECOND DAY

Election of Officers.

Address—Recent Progress in the Study and Treatment of Diabetes, Dr. Phillip A. Shaffer, School of Medicine, Washington University, St. Louis.

DEPARTMENT OF FINE ARTS

Chairman, Miss Jean Kimber, Harris Teachers College, St. Louis.

Vice Chairman, Miss Deborah Weisel, State Teachers College, Springfield.

Secretary-treasurer, Miss Mary C. McCormick, State Teachers College, Springfield.

FIRST DAY

Basic Principles Underlying the Planning of High School Art Courses, Professor William G. Whitford, School of Education, University of Chicago.

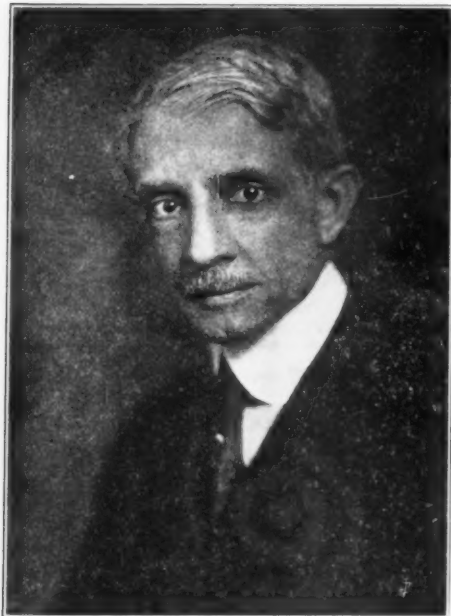
What Provision Shall High School Art Courses Make for Those Especially Talented in Art? Ma-



PROFESSOR RUDLOPH GANZ, Conductor of the St. Louis Symphony Orchestra, who, on Friday evening, will direct the greatest musical program ever given to Missouri Teachers.

rie Gilroy Carroll, State Teachers College, Cape Girardeau.

What Provision Shall High School Art Courses Make for Those not Especially Talented in Art? Robert A. Kissack, Supervisor of Drawing and Manual Arts, St. Louis.



DR. W. C. BAGLEY, Teachers' College, Columbia, New York. Dr. Bagley will deliver his address at the general session Friday morning.

General Discussion of High School Art Courses. Business Meeting.

SECOND DAY

A trip through the Art Museum has been arranged. Groups will be conducted by members of the Museum staff, who will discuss informally the many objects of interest which are housed in the Museum.

DEPARTMENT OF CLASSICS

Chairman, Eugene Tavenner, Washington University, St. Louis.

Vice Chairman, Martha Singleton, Northeast High School, Kansas City.

Secretary, Beulah Nennett, Central High School, St. Joseph.

Preliminary Business.

How Much Latin Should a High School Teacher of Latin Know? F. W. Shipley, Washington University, St. Louis.

How Much Greek Should a High School Teacher of Latin Know? R. H. B. Thompson, Country Day School, St. Louis.

How Much Ancient History Should a High School Teacher of Latin Know? J. F. Kingsbury, State Teachers' College, Kirksville.

How Much Training in Methods Should a High

School Teacher of Latin Have? Norman Freudenberg, State Teachers' College, Springfield.

How Much Time Has a High School Teacher of Latin for Self Improvement? Hazel L. Tompkins, Cleveland High School, St. Louis.

Report of Nominating Committee.
Election of Officers.

EDUCATIONAL COUNCIL

Chairman, M. B. Vaughn, Montgomery City.
Secretary, I. N. Childs, Warrenton.

Wednesday Evening, Dec. 3, 8 p. m., Ball-room Hotel Statler.

Remarks by the Chairman

A Report on the Progress and Plans of the Missouri School Survey.

The School's Responsibilities to the Public, Dr. R. G. Reynolds, Columbia University, New York.
Business Meeting.

DEPARTMENT OF ENGLISH

Chairman, Ernest G. Hoffsten, McKinley High School, St. Louis.

Vice Chairman, C. M. Wise, State Teachers College, Kirksville.

Secretary, Ruth Mary Weeks, Junior College, Kansas City, Mo.

Treasurer, Mattie M. Dykes, State Teachers College, Maryville.

The Control of Superintendency Reading in the High School Course, Dr. Arthur E. Bostwick, Librarian of the St. Louis Public Library. Discussion.

The Relation Between Intelligence Tests and Minimum Essentials in English, Miss Ruth Mary Weeks, Junior College, Kansas City.

Discussion by Mr. Armand R. Miller, Principal, McKinley High School, St. Louis.



COUNTY SUPERINTENDENT F. R. LUCKETT, of Sedalia, who will represent the rural schools on the Thursday evening program.



DR. C. H. JUDD, Dean of School of Education, University of Chicago, will address the general session Friday morning.



SUPT. J. W. THORMAN, of St. Joseph, Public Schools, who will represent the city schools on the Thursday evening program.



MRS. WM. ULLMAN, President P. T. A., who will represent the Parent-Teacher Associations on the Thursday evening program.

What Should a High School Course of Study Contain? (Topic suggested by Mr. Chas. A. Lee, State Superintendent). Mr. W. W. Parker, State Teachers' College, Warrensburg. Discussion.

A Play—The Rock, by Mary Hamlin, presented by students of the Kirksville State Teachers' College under the direction of Mr. C. M. Wise.

Business meeting.

DEPARTMENT OF LIBRARIES

Chairman, Ward Edwards, State Teachers College, Warrensburg.

Vice Chairman, Miss Grace Palmer, State Teachers College, Springfield.

Secretary, Adelbert McMillan, Librarian Washington University, St. Louis.

Rural Schools and the Missouri Library Commission, Mr. I. R. Bundy, Secretary Missouri Library Commission, Jefferson City, Mo.

A Talk on Books by a Booklover, Dr. W. C. Bitting, Pastor Second Baptist Church, St. Louis, Mo.

The Selection and Use of Children's Books as a Means of Culture and Inspiration, Mrs. Anna P. Mason, Supervisor Children's Department, St. Louis Public Library, St. Louis, Mo.

A Round Table Discussion of High School and Grammar School Library and Book Problems.

DEPARTMENT OF COUNTY SUPERINTENDENTS AND RURAL SCHOOLS

Chairman, Leslie G. Somerville, County Superintendent, Maryville.

Vice Chairman, Miss Elizabeth Brainerd, Trenton.

Secretary, Miss Gertrude Norton, Maryville.

Address—Administering the Work of a Consolidated School District, Supt., Fred B. Miller of Normandy Consolidated School District, St. Louis County.

Address—What is Rural School Supervision?, Dr. Fannie W. Dunn, Teachers College, Columbia University, New York.

Address—Some Results of Rural Supervision, Elizabeth L. White, State Supervisor of Rural Schools, Jefferson City.

Address—Play at the Rural School, Dr. Henry S. Curtis, State Director of Physical Education for Missouri.

DEPARTMENT OF COMMERCIAL TRAINING

Chairman, T. E. Talmadge, Central High School Kansas City.

Vice Chairman, Earl J. Van Horne, Kansas City, Mo.

Secretary, Winifred Weatherman, Sedalia High School, Sedalia, Mo.

Are our Schools Meeting the Demands of Modern Business?, Leverett S. Lyon, Dean of School of Commerce and Finance, Washington University, St. Louis, Mo.

Is too Much Time Being Given to the Subject of Bookkeeping in our High Schools? L. Gilbert Dake, Head Departments of Business, Soldan High School, St. Louis.

How I Teach Typewriting, Ethel C. Sawyer, Southeast Missouri State Teachers College, Cape Girardeau, Mo.

The Architecture of the Commercial Curriculum, P. O. Selby, Professor of Commerce, State Teachers College, Kirksville, Mo.

Some Conclusions Reached in the Survey of Senior Commercial Occupations Recently Made in St. Louis, J. O. Malott, Yeatman High School, St. Louis, Mo.

Commercial teachers should endeavor to be present at this meeting and take part in the



STATE SUPERINTENDENT CHAS. A. LEE, who will speak for the State Department on the Thursday evening program.



PROF. RUSSELL A. SHARP, of the Northeast H. S., Kansas City, Vice-President, who will preside at the Saturday morning session.



MISS THEDA GIL-DEMEISTER, State T. C., Winona, Minn., who will address the General Session, Saturday morning.



SUPT. M. B. VAUGHN, Chairman of the Educational Council.



DR. T. W. NADAL, President Drury College who will represent The Missouri College Union on the Thursday evening program.

To carry the work forward three committees of five members each were appointed, one for each of the schools as listed. Each committee then has two problems to consider for its particular school. These committees are at work and will report their findings at the St. Louis meeting.

If satisfactory progress is made this year upon the two problems, then the work of the Section for the next year or two will be the preparation of a Content in Geography for each of the schools under consideration.

DEPARTMENT OF PHYSICAL TRAINING

Chairman A. W. Briggs, State Teachers College, Springfield.

Vice Chairman, A. E. Kindervater, Supervisor Physical Education, St. Louis.

Secretary, Miss Ethel Saxman, State Teachers College, Springfield.

Physical Education in our Public Schools, Mr. Carl Schrader, President of the American Physical Education Association and Director of Physical Education for the State of Massachusetts.

The State Program in Physical Education, Dr.

round table discussion following the leaders on the program.

A banquet will be served in the Central Lunch Room from 6:00 to 8:00 p. m., \$1.25 per plate. Good music, good eats, good fellowship, election of officers, and plans for the future.

DEPARTMENT OF PARENT-TEACHER ASSOCIATION

Chairman, Mrs. Herbert Fairchild, Kansas City
Vice Chairman, Mr. Frank Hamscher, Webster Groves.

Secretary, Mrs. Arthur Burr, St. Louis.

The Founding of the Congress, Mrs. Wm. Ullmann, Springfield.

High School Circles, Mrs. E. P. Walsh, St. Louis.

Why Every Consolidated and Rural School Should Have a P-T. A., Mrs. P. H. Roberts, Webster Groves.

Address—Why We should Have a P-T. A. in Every City School, Judge J. Hugo Grimm, St. Louis.

Round Table Discussion—Problems of Co-operation, conducted by the president of the Missouri branch of the N. C. M. and P-T. A.

DEPARTMENT OF GEOGRAPHY

Chairman, Miss Mona Prater, State Teachers College, Springfield.

Secretary, Sam T. Bratton, Columbia.

Address—Some Aspects of Geography Teaching in the High School, Miss Edith G. Glafelter, Soldan High School, St. Louis.

Address—Civic Training through Geography, Professor Robert G. Buzzard, head of the department of geography, Illinois State Normal University, Normal, Ill.

Business Session—Reports of committees on curriculum construction in geography, and election of officers.

The Geography section of the State Teachers Association is preparing to do some construction work in Geography at the forthcoming St. Louis meeting. Discussion at the Kansas City meeting last year revealed the fact that the teachers of Geography are aware of the unsatisfactory conditions of geography in the schools as organized at present, and as a result of these discussions two problems were set forth, (1) What are the objectives of the elementary, junior, and senior high schools? and (2) How can Geography contribute to these objectives?

H. S. Curtis, Director of Physical Education of Missouri.

Athletics in the Public Schools, Mr. C. L. Brewer, Director of Physical Education, University of Missouri.

DEPARTMENT OF VISUAL EDUCATION

Chairman, Rupert Peters, Director of Visual Education, Kansas City Library Building.

Vice Chairman, R. A. Roefort, Webster School, St. Louis.

Secretary, Alma Wilhite, Columbia.

Introductory Remarks by the Chairman.

Demonstration Lesson Using Exhibit Material, Miss Marion L. Higgins, Wyman School, St. Louis.

Demonstration Lesson Using Lantern Slides, Miss Irene Armstrong, Hyde Park School, Kansas City.

Demonstration Lesson Using a Motion Picture Film, Mr. M. C. Thomas.

Round Table Discussion of Visual Instruction Methods, led by Professor J. V. Ankeney, State University, Columbia.

Business session: Reports of committees; election of officers.



DR. R. G. REY, NOLDS, of Teachers' College, New York, who will address the Educational Council, Wednesday evening.



DR. EUGENE FAIR, Vice-President, who will preside at the Friday morning session.

DEPARTMENT OF SPECIAL CLASSES

Chairman, Miss Lucy C. Elliott, 1250 South Grand Avenue, St. Louis.

Vice Chairman, Miss Della Nash, St. Joseph.

Secretary, Miss Lexie Strachan, Board of Education, Kansas City.

Films and slides of the work done with deaf, crippled, and subnormal children in Detroit, Mich.

Round table discussion: Leader, Miss L. R. Ernst, Assistant Superintendent of Schools, St. Louis.

Subject: Status of special classes for sight conservation and for the deaf, crippled, supernormal and subnormal children of Missouri.

Reports of special class work from various cities in Missouri.

Business Meeting. Election of Officers.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Chairman, Robert St. Clair, Mark Twain School, St. Louis.

Vice Chairman, Miss Emma Mimms, Hosea School, St. Joseph.

Secretary, Miss Lydia D. Montgomery, Summit School, Sedalia.

The Elementary School Principal as an Educational Leader:

1. Among Educators.
2. Among his (or her) Teachers.
3. Among his (or her) Pupils.

DEPARTMENT OF DEANS OF WOMEN

Chairman, Mrs. Jo Walker Humphreys, State Teachers College, Kirksville.

Vice Chairman, Mrs. Rose L. Lisenby, Christian College, Columbia.

Secretary-Treasurer, Miss Calla E. Varner, Central High School, St. Joseph.

A program-luncheon will be held at Hotel Claridge, St. Louis, from 11:45 to 2:15 Friday, December 7th. This luncheon will be \$1.25 a cover, and members are asked to notify Mrs. Humphreys by December 4th if they can attend. The Hotel Claridge will also be headquarters for members of this department.

At the table for deans of women at universities and professional schools, the discussion will be led by Miss Edith M. Penton, Washington University, St. Louis; at state teachers colleges, by Miss Kathleen I. Gillard, Cape Girardeau, State Teachers College; at private and church schools, by Mrs. Rose L. Lisenby, Christian College, Columbia; at high schools, by Miss Calla E. Varner, St. Joseph.

Following the group discussions, Mrs. Bessie Leach Priddy, Dean of Women at the University of Missouri, will give an address, **Some Phases of**

Co-operation. A brief business meeting will close the program.

DEPARTMENT OF SECONDARY SCHOOLS.

Chairman, C. E. Chrane, Boonville.

Vice-President, L. H. Strunk, Desloge.

Secretary, Laurence St. Clair, Maryville.

Recent Developments in Tests and Measurements, and their Use as an Aid to the High School Teacher and Administrator, George Melcher, Assistant Superintendent of Schools, Kansas City.

To What Extent May Students Participate in the Government of the High School, A. F. Elsea, Teachers College, Kirksville.

The Tendency in the Modern High School is to Over-emphasize Extra-Curricular Activities to the Detriment of the work in Fundamentals. (Speaker to be selected.)

DEPARTMENT OF TEACHERS OF EDUCATION.

Chairman, W. R. Lowry, Braymer.

Vice-Chairman, Miss Mary Sue Hopkins, Lees Summit.

Secretary, Edith Marshall, Glasgow.

Tests and Measurements in Teacher Training, J. C. Godbey, Plattsburg.

"Follow-Up Work" in Teacher Training, Edna Lindsey, Mexico.

Future of Teacher Training Work in Missouri, Kathryn Franken, Maryville.

Address _____ Dr. M. G. Neale, Columbia.

NOTE—Secretary E. M. Carter, at the time of going to press, had not received the programs from the Chairmen or Secretaries of the following departments: Department of Mathematics, Department of Music, Department of Applied Arts and Science, Department of Household Arts and Sciences, Department of Kindergarten-Primary, Department of Reading and Public Speaking, Department of Folk-Lore, Department of Agriculture, and Department of Modern Languages.

These, if received in time will be included in the printed official program

NOTICE TO TEACHERS OF THE CLASSICS

The Classical Club of St. Louis invites all visiting teachers of the Classics to a dinner to be served at the Hotel Claridge, Eighteenth and Locust Street at 7 p. m., on the day the Classics Section meets. Admittance by badge supplied by Secretary.

KNOWLEDGE is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionately essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments against an inviolable respect to law.—George Washington.

A Bulletin to Stimulate Discussion During Education Week

November 18-24, 1923.

THE National Educational Association has recently issued Number Four of their Research Bulletins in which are raised and discussed five questions for American Education Week. They are: What Are The Weak Spots in our Public School System? What Natural Defects Result from the Weak Spots in our Public School System? How May Our Public School System be Strengthened? Can the Nation Afford an Adequate School System? Do Good Schools Pay?

Under the first heading, What Are the Weak Spots in our Public School System? the problem of compulsory education is attacked and the statement made that compulsory school laws are not enforced. Referring to the Federal census, it is pointed out that there were 1,438,000 school children in 1920 between the ages of 7 and 14 that did not attend a single day of school between September 1st and January 1st. These figures are based upon statements made by parents. It is further pointed out that this statement understates the amount of non-attendance, because of the fact that parents are prone to report falsely in favor of the child rather than against him. It is stated that an adequate interpretation of the 1920 figures indicate that from three to five million children over seven years of age and under fourteen were not in school, which accounts for 20 per cent of the school population. Under this general heading the bulletin further points out that the one-room school is a non-effective and expensive instrument of education in modern times, and shows statistics which indicate that the annual cost for a pupil enrolled is eighty dollars per pupil in the one-room rural school, whereas it is only forty-four dollars per pupil in the consolidated or grade school.

Discussing the national defects resulting from the weak spots in our public school, child labor, foreign born Americans who neither read nor write, general illiteracy, the lack of the education necessary for intelligent citizenship, preventable physical deficiencies, the cost of physical incompetency, retardation among school children, its cause and cost, are among the questions discussed.

Under the question. How may our public

school be strengthened? the bulletin points out that all schools should be open at least eight months each year. Full-time attendance should be required of all children of school age. The people, through a state-wide census of all minors, should provide for the proper accounting of the greatest of their national resources—their children. The people through a state law should guarantee all children instruction from trained and capable teachers. Schools should be required to meet certain standards as well as conduct all classes in the English language. They should make it possible for all local districts, without levying an unreasonable high tax to meet state requirements. The people should maintain an efficient state department of education.

Under the heading, Can the Nation Afford an Adequate School System? statistics are cited to show that the nation's wealth is adequate to support schools for all the children of all the people. The cost of public schools represents a levy of less than one-half of one percent on the nation's total wealth, and requires less than two percent of the nation's annual income. The purchasing power of money spent for schools in 1920 was less than that spent in 1913. The United States is able to pay thirteen million dollars to keep its automobiles going. The rich man who sends his children to a private school, paying from one thousand to two thousand dollars for one year of education, while he supports agencies that issue misleading statements about the cost of public education which gives a year's education for less than one hundred dollars, is no champion of the public welfare. The nation each year spends vastly greater sums for purposes less likely to advance the public welfare than education. The cost of luxuries is over seventeen billion dollars, while the cost of schools is slightly over one billion dollars. The expenditure for tobacco is twice as great as the expenditure for education.

The bulletin contains sixty-four pages, and may be obtained from the National Education Association, Washington, D. C.

The right to punish crime involves the duty of teaching morals—Daniel Webster.

NEW BOOKS

Dramatics for School and Community. By Claude Merton Wise; Professor of dramatic literature at the Kirksville Teachers College. Published by Stewart Kidd Publishing Company of Cincinnati. Price \$3.00.

The book summarizes modern tendencies in drama and gives definite information on the Little Theater Movement, on lighting, pageantry, directing, setting, costuming, making-up, writing original plays and using the dramatic method in teaching. It is well illustrated, particularly in respect to costume. By explanation and tabulation, a new method of applying color symbolism to light, costume, and scenery is given. The book will be of great service to any leader who has to do with drama in schools and communities.

Modern History. By Carleton J. H. Hays and Parker Thomas Moon. Pages 890 plus xviii. Published by the Macmillan Company.

This is a text on Modern European History for secondary schools. The story is told in an interesting style that will be clear to high school students. The text has been written after the Great War and the authors, not having written a text previously, have been free from the temptation to revise and appropriate material written from an earlier viewpoint. According to the

authors' preface they have told "an entirely new story" of the last four-hundred years in the light of the Great War and the Europe of today.

Chronological essentials are preserved in a mainly topical treatment of subject matter.

The work is adequately illustrated and abundantly supplied with maps, many of which are colored. Helps to study and interpretation are numerous and appropriately worked out.

The authors have prepared a short separate pamphlet for the use of teachers to assist them in the more efficient teaching of the subject.

Education for Moral Growth. By Henry Neumann, Ph. D., instructor in Ethics and Education in the Ethical Culture School, New York City. Pages 283 plus xii. Published by D. Appleton and Company.

Teachers, parents and citizens who believe that large resources for developing the "good life" for the world are to be found in the children and in the schools should read this sane treatment of the subject. Missouri teachers who just now are considering and installing courses in citizenship will get much stimulation for fundamental thought on fundamental principles from a perusal of its pages. Teachers who do not see the resources and the responsibility of their position would perhaps get a new vision from it.

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The author is perhaps correct in his belief that, "The gravest problem for the home, the school, and the community today is not raised by the relatively small number of criminals. It is raised by the unenlightenment of the much larger number of quite respectable persons." The fact that so many have one set of standards for home, another for business, and perhaps another for politics raises the question of how much have the schools been doing to inculcate high standards of citizenship in the broader application of that term: Education for Moral Growth should be read by all teachers.

United States History. By Archer Butler Hulbert. Pages 656 plus xx. Published by Doubleday, Page and Company.

This is a textbook for the third and fourth years of high school. In it the important facts of American history are told in an interesting and sometimes dramatic fashion. Some of the specially attractive features of the book are the illuminating introductions to the several chapters, the large emphasis that is placed upon the later periods of American history and the biographical sketches. The treatment is lucid, and forceful as is so infrequently the case with American histories by authors who think their first duty is to avoid criticism from each and every zealot of this party or that scism.

The illustrations are attractive and the maps plentiful.

RUCH-POPENHOE GENERAL SCIENCE TEST, by Giles P. Ruch and Herbert F. Popenoe. By the World Book Company, Yonkers, New York.

This is a test of accomplishment in General Science for use in grades seven to nine. The text

extends over a wide range of knowledge in the realms of physics, chemistry, astronomy, physiography, and biology. The first part is composed of fifty questions to be answered by underscoring one out of a number of suggested answers. The second part contains twenty diagrams and drawings with exercises involving the identification of apparatus, organisms, and structures, and the application of principles.

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The School and Community

Published Monthly by The Missouri State Teachers Association

Columbia Missouri

VOL. IX.

DECEMBER, 1923

NO. 10

Do We Understand?

THE shepherds on Judea's hills
Heard angels chanting at His birth,
The message that He came to give,
The message that He came to live,
"Good will to men, and peace on Earth."

And after these two thousand years,
What know we of this lesson grand?
We mouth the words; yea loud and long,
Repeat them in our prayer and song,
But do we—do we understand?

—Geo. F. Nardin.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus Mgr.

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Change of Address—If you have your address changed give old as well as new address.

General Officers and Committees, Missouri State Teachers' Association, 1923

Next meeting, St. Louis, December 5-8, 1923.

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Ex-Officio President Clyde M. Hill, Springfield; State Superintendent Chas. A. Lee, Jefferson City.

Committee on Teaching of Fine Arts in High Schools

Miss Jean Kimber, chairman, St. Louis; Miss D. D. Weisel, Springfield; H. H. Kurtzworth, Kansas City; Mrs. Margaret Squires, Jefferson City; Miss Olive DeLuce, Maryville.

The School and Community

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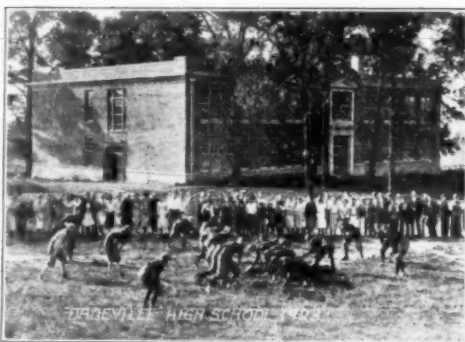
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"WHERE THERE IS A WILL THERE IS A WAY"

Dadeville, a progressive community in the Ozarks built and furnished one of the best School Plants in Missouri.

Their achievement should be an inspiration to other communities in need of better school facilities. Mr. Landers, President Board of Education writes as follows:

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show you samples, supply estimates without expense or obligation on your part. Our new catalogs are ready. If you haven't received your copy write us.

bought of you and take great pleasure in showing people through the house and they all speak about what a good class of furniture we bought.

In looking over other schools, in our neighboring towns we find we have the best furnished house near us."

Let us help plan your equipment. Our representatives will call and

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LARGE STOCK—IMMEDIATE SHIPMENT.

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Kansas City, Mo.

The World Book

O'SHEA, M. V., Editor-in-Chief. *The World Book*; Organized knowledge in story and picture. 10 vols. Chicago, New York, and Toronto. W. F. Quarrie and Company.

RECENTLY in visiting one of the schools of Springfield, Massachusetts, I saw a set of *THE WORLD BOOK* in the library of an elementary school. Remembering the inestimable value of an old encyclopedia in my early teaching experience, I inquired whether this work was serviceable to the children and the teachers. The principal replied without hesitation that the set was used as a constant source of reference, that it was worth more to the children than all their textbooks, and that she could not keep school without it. She said further that the value of *THE WORLD BOOK* is greatly enhanced by a unique feature provided in an additional volume, which consists of a loose-leaf service, keeping the set constantly up to date. The statement of this principal represents so completely what my careful examination of *THE WORLD BOOK* confirms that I have included the statement as part of this review.

As implied in this statement we have come to a new era in our educational development in which the information stored away in textbooks is no longer adequate for school instruction. The big concern of children lies in the present and the future and their interests may as well be directed toward their needs. We must, therefore, utilize history, science, and literature being made at the present as well as that developed in the past to educate a socially equipped citizenship of the future. The children of to-day must learn how to use and interpret the events of the present if they are to develop the capacities necessary to participate in the living present and the future.

This new need of educational endeavor, therefore, requires that the teacher and pupil have an abundant supply of rich material to which they may go for data in the solution of the problems that are constantly arising in a well-directed school. When the child, or teacher for that matter, can return home or go to the school library with the problems growing out of the day's work and

find an abundance of data for the solution of those problems, the teacher becomes an inspiring leader and the child is living his educational experience. Such a work as *THE WORLD BOOK* supplies the data and serves a vital function in the education of the child and in the life of the teacher.

I speak here from experience. My ten-year-old nephew who lives with us seldom comes from school without rushing to *THE WORLD BOOK* to settle some question upon which data are required. No question arises in the discussions in the home without his seeking the answer in this source. I regard the use of *THE WORLD BOOK* as the best part of his education.

Some special features of *THE WORLD BOOK* should be mentioned as they are of first rate importance in making the set serviceable. The latest edition is published in 1923 and the number of revisions, more than two thousand, makes it virtually a new work. Furthermore, there is provided discussions of the latest world's events in a loose-leaf service each year dealing with the events of the year, and finally a monthly service to teachers is provided, giving suggestions for the use of *THE WORLD BOOK*. For instance, the leaflets for January, 1923, contain material under the following heads or topics: What to look for in January out of doors; Some Interesting Things to Do; and Questions on Arithmetic, Art and Literature, Civics, and the like for the World Book Club.

THE WORLD BOOK in my opinion serves an indispensable place in the education of the child and in the work of the teacher in the twentieth-century education. I do not wish to compare or contrast this edition with other works of its kind, but it is fair to say that in so far as my experience goes *THE WORLD BOOK* is the most valuable reference work on the market for the school library, for the teacher, and for the pupils of the elementary and secondary schools.—E. George Payne, Professor of Education, New York University, New York City.

Roach-Fowler Publishing Co.

Kansas City, Mo.



EDITORIAL



THE enrollment in the State Teachers Association has already broken all previous records. It has been so spontaneous and so universal that it has taxed the force at headquarters to record it and to see that the members get the necessary receipts and information to enable them to receive the privileges to which they are entitled.

A NEW RECORD, A NEW RESPONSIBILITY

While it is impossible at this time to state the exact number enrolled, 100% is so nearly approached as to make the slogan "100% Everywhere" seem almost within reach. Practically every city, town, and village has attained the 100% mark. More counties have reached it than ever before, and most of them are so near to it that we may reasonably expect them to go over the top by the time of the December meeting.

This fine voluntary response lays upon the officers of the Association a deep sense of gratitude. It is a very cordial endorsement of the work and program of the Association. It means that the teachers of Missouri are recognizing teaching as a real profession. It means that they are not teaching for the mere money they receive. It means that 20,000 teachers are ready to put their shoulders to the wheel of progress and help their chosen officers to put over an even greater program of construction than has ever been attempted before. And along with this feeling of gratitude comes an even deeper sense of responsibility on the part of the officers. It has been said that 20,000 teachers working together can "put over" in Missouri almost any program which they may undertake. We have approximately approached this number. It is now pertinent to ask, "What is our goal?" The answer to this question must be given by the teachers themselves through their representatives in the Assembly of Delegates at the St. Louis meeting.

How devotedly the officers and chosen leaders will work toward the goal which this meeting establishes will depend largely upon the character of the officers elected.

It goes without saying that our new officers must be teachers of broad vision, with ability to inspire and lead this magnificent body in its work for better schools. Twenty thousand teachers may be a means of pushing Missouri well to the forefront in education, or it may become a mere unwieldy mass of disorganized and impotent members unable to accomplish anything through lack of strong leadership. Never before in the history of Missouri has the Missouri State Teachers Association had such an opportunity to do real, constructive work for the schools. Will we do it? We will.

THE CHRISTMAS SEAL SALE will begin in earnest with the week, beginning December ninth which is to be designated as Health Week. Those who sell and buy these little messengers of good health and Christmas cheer are contributing to one of the really constructive Missouri movements. Teachers who encourage and boost these sales are developing in their pupils

THE CHRISTMAS SEAL SALE

civic attitudes and activities in a very real sense of the word. It is well to teach theories of civics, provided always that the theory is accompanied by action. Otherwise the teaching of theoretical material may result in positive harm. Books, lectures, verbiage are valuable only insofar as they lead to conduct. The weakness of our present civics teaching is not on the side of theory, it is on the side of doing. No one has worked out a satisfactory program of civic projects through which the child may receive actual practice in doing those things that promote social and civic welfare. In the seal sale we have a very definite, practical and appealing project. Not in the mere buying and selling of the seals it is true, but in this plus an intelligent conception of what the seals mean.

Since 1911 Missouri has had one of the best State Tuberculosis Associations of the Nation. When its value is measured in terms of the reduction of the death rate due to tuberculosis it ranks among the very best.

It maintains a corps of workers whose task it is to reduce the enormous loss due to the white plague. How well it has done its work is realized when we know that during the last twelve years the death rate has been reduced by nearly half. Literally thousands of lives have been saved; homes have been kept intact, fathers have been spared to support families of healthful children; mothers, who might have been taken from those to whom "mother" means life, have been kept in health; and children who might now be dead or dying from consumption are happy and healthy.

This work has been financed and made possible almost wholly through the sale of these Christmas Seals. Let us, each determine to make this year the best one in the amount of seals we buy, sell and use, with the clear purpose of driving back still further the disease that is still a menace to our health, our homes, and our happiness.

UNDoubtedly the policy of school officials in approving and commending books, is sound. It is a "Safety First" measure—it saves many a teacher from a professional waste of time and a business waste of money. Some general direction and supervision by Departments of Education and other school heads, is a necessity of the hour. This is especially true with reference to anything in the nature of an encyclopedia. Why? Because many of the encyclopedias or works of reference on the market are either out-of-date reprints, or they have been compiled from unknown sources and sold at high prices. There is a vast difference between a reference book which has been "compiled" and one which has been "written."

THE POLICY OF APPROVING BOOKS

THE WORLD BOOK was written according to definite plans and specifications drawn by Dr. M. V. O'Shea and a staff of competent assistants. Various articles were written by more than two hundred and fifty leading Educators. These articles were carefully edited by Dr. O'Shea and a staff of competent assistants. As a result, THE WORLD BOOK is a well balanced, readable encyclopedia with a purpose and a policy which are evident from beginning to end.

That THE WORLD BOOK would become

a popular school encyclopedia was apparent after our first examination. This view was expressed by such journals as The Journal of Education, The Normal Instructor, The University of Chicago Press, and practically all State School Journals. But it is no longer necessary to make prophecies concerning the use of THE WORLD BOOK in the public schools. The highest expectations raised by the early opinions held, have been more than justified by the use of this encyclopedia in the public schools of this country. The universal response from school teachers and school officials is: "THE WORLD BOOK is used more than all other encyclopedias in our library combined."

We are glad that THE WORLD BOOK has been approved by the State Department of Education. It met with the approval of every member of the Department who examined it. Before action was taken the State Department of Schools sent out a questionnaire to the leading school people of the state. In practically every reply to the inquiry—more than one hundred—THE WORLD BOOK was mentioned as one of the most useful encyclopedias.

Attention of school people is called to an advertisement in this issue, which is a reprint from The Journal of the N. E. A. of September, 1923.

You can buy THE WORLD BOOK direct from Publishers or through E. M. Carier, Secretary of the Reading Circle Board. The price is reasonable and is the same in all parts of the country. You will find it in the Missouri State Reading Circle list.

We feel that we are rendering a distinct service to the schools of the state, by this editorial, in urging the purchase of APPROVED books that have stood "the acid test of use" in the school and that assure you QUALITY and a correct price.

NOW rises Doctor Nicholas Murray Butler trustee of the Cathedral of St. John the Divine, trustee of the New York Life Insurance Company, Commander of the Red Eagle of Prussia and President of Columbia University, New York, to announce before the American Bar Association the why and the wherefore of lawlessness. True to the form of other gentlemen who lick the boots of the wealthy, a large part of the blame he

lays on the public school. He says that the youth is taught in these tax supported schools that "the world is his oyster." The learned Doctor evidently believes that the world is not the "oyster" of any of the common herd and that none of it is the "oyster" of all the common herd, for that matter. The sooner these plebeians find out whose "oyster" the world is the better off they will be. Surely they should be made to understand that it is none of theirs. Doctor Butler who lives in three hundred thousand dollar home, tax free, knows whose "oyster" the world is. Another thing that is being taught to the American youth is, according to Butler, that "there are no underlying principles". But in the following is his direct indictment of the public schools.

He says:

"It would surprise a great many excellent persons to be told that that the schools upon whose maintenance they are pouring out almost unlimited sums raised by public tax were, quite unconsciously, doing all they rea-

sonably could to implant a spirit of lawlessness in those who come under their influence. And yet it is the sober truth."

Here is a sweeping charge made by one with ability, force and brains no matter what we may think of his integrity and sincerity of purpose. Its general application, its specific allegations and its awful import make it the most damnable charge that has ever been laid at the door of an institution so thoroughly American as is our public school system.

Considering further that the statements were made before a body of such influence and power as the American Bar Association and that the address has been read into the Congressional Record and is being scattered broadcast over the nation under the congressional frank, we are driven to the choice of one or the other of the following conclusions: Public schools as they exist are a national menace and should therefore be suppressed; or the author of these statements has spoken falsely and the Federal Congress is circulating his falsehoods as propaganda against the public schools.

Important Information to Teachers Attending St. Louis Convention, December 5-8.

Identification Certificate is necessary to get reduced railroad rates.

The railroads have granted a fare of one and one-half for the round trip from stations in Missouri to the St. Louis meeting of the Missouri State Teachers Association. In order for the teachers to get the reduced rate, it will be necessary to present to the Station Agent an Identification Certificate, which may be secured from E. M. Carter, Secretary, Columbia, or from the City or County Superintendents who have been furnished with copies. Please secure your Identification Certificate as early as possible after reading this notice. **Remember that without the Identification Certificate you cannot get the reduced fare.**

BANQUETS AND DINNERS

Headquarters.—The Hotel Statler, 9th and Washington Avenue, has been selected as headquarters for the Association. Teachers may enroll here at any time. To reach the Hotel Statler from the Union Station take the North-bound Park or Compton car to Ninth Street.

Phi Delta Kappa Luncheon under auspices

of St. Louis Alumni Chapter will be held at Hotel Claridge, Thursday, December 6, at 12:15 P. M. Price \$1.25. Tickets may be secured by mail or in person from H. H. Mecker, Henry School, St. Louis; George R. Johnson, Tests and Measurements, St. Louis; C. H. Philpot, Harris Teachers College, St. Louis; C. E. Stephens, Emerson, School, St. Louis.

Pi Lambda Theta Members who will attend the Association meetings are urged to notify Miss Ruth Keith, Community School, DeMun and Wydown Avenues, St. Louis, Missouri. A reunion is being planned for which the time and place will be announced by posters at Headquarters at Statler Hotel.

A Regional Conference of the Department of Classroom Teachers of the National Education Association, whose officers are Miss Anna M. Thompson, Lathrop Trade School, Kansas City, Chairman, and Russell A. Sharp, Northeast High School, Kansas City, Secretary, will be held in the Daniel Boone Room of the Hotel Statler on Saturday afternoon, December 8 at 2 o'clock. All class-

room teachers in attendance at the Association are cordially invited to attend the important conference.

The Central Missouri State Teachers College dinner will be held in the North Cafe of the Jefferson Hotel, Friday, December 7 at 12:30 P. M.

Southeast Missouri State Teachers College dinner will be held at the City Club at six p. m on Friday, December 7, \$1.50 per plate. All Alumni and former students are cordially invited to attend.

The Southwest Missouri State Teachers College will give a luncheon at the Hotel Statler on Friday, December 7, at 12:15 P. M., at 85 cents per plate. No reservation necessary.

The Northwest Missouri State Teachers College announces a luncheon to be held Friday, December 7, at 12:15 P. M., at Hotel Statler. The price of tickets is \$1.00 each.

The University of Missouri will be at home on the Mezzanine floor of the Hotel Statler to its friends during the meeting. You are cordially invited to call.

William Woods College announces a luncheon at the Statler Hotel, December 7th at 12:15 o'clock. One dollar per plate. Tickets can be secured at the William Woods Registering Desk, December 5th, 6th and 7th.

The St. Louis Alumnae Association, will give a tea Friday afternoon, December 7th, from four to five at the College Club, 5428 Delmar Boulevard in honor of Dean Priddy, Mrs. S. D. Brooks and Mrs. M. G. Neale, visitors and delegates to the Missouri State Teachers Convention.

Palmer College announces a luncheon at Hotel American, Friday, December 7th, at 12:30 P. M., for officers, faculty, and alumni.

Christian College, Columbia, announces a banquet at Marquette Hotel Friday, December 7, at 12:15 P. M. All alumnae and former students are cordially invited to attend.

The Kindergarten-Primary Department announces a luncheon to be served by the National Council of Primary Education at 12:30 P. M. Thursday, December 6, in the Chamber of Commerce Building, 511 Locust Street. Miss Harrison will be the guest of honor. Reservations may be made with Miss Fannie B. Griffith, Board of Education, St.

Louis. Price \$1.25. A cordial invitation is extended to all interested in the problems of early education.

William Jewell College announces a banquet to be held Friday evening, December 7, at six o'clock. Place to be announced later. Toastmaster, Dean R. R. Fleet, William Jewell College; address, President H. C. Wayman; address, Dr. Lewis Hale, St. Louis; address, Superintendent W. M. Westbrook, Marshall; address, Chester Prince, St. Louis.

Synodical College Tea—Statler Hotel Friday afternoon, December 7th, 4:30 to 5:30. All Synodical former students are cordially invited.

The Sigma Sigma Sigma sorority announces a luncheon for all members attending the State Teachers Convention in St. Louis at 12:30 P. M., Friday, December 7th at Hotel Statler.

University of Chicago Luncheon—Graduates and former students of the University of Chicago will have a luncheon in honor of Dr. Chas. H. Judd at the Claridge Hotel, Friday, Dec. 7th, at 12:30 P. M. The price of the dinner will be \$1.50. Reservations should be made in advance. Tickets may be obtained from Miss Jean Kimber, 1517 S. Theresa Avenue, St. Louis or Mr. Geo. R. Johnson, 1520 S. Grand Blvd., St. Louis.

Columbia University Teachers College Dinner—Thursday, December 6, 6:30 P. M., at Hotel Claridge. Price \$1.75. Stunts, singing, and good talks. Tickets may be secured by mail or in person from H. H. Mecker, Henry School, St. Louis; H. H. Ryan, Junior High School, St. Louis; Ida Lee Woody, Hamilton School, St. Louis; and at the enrollment booth. Get your tickets early.

A dinner in honor of Dr. W. C. Bagley and the Presidents of the Missouri State Teachers Colleges will be given by the Alumni of the Senior Department of Harris Teachers College at Hotel Statler, Friday evening, December 7, at 6:00 o'clock.

Department of Elementary School Principals announces a banquet at the Marquette Hotel, Thursday, December 6, at 6:00 P. M. Price \$2.00 per plate. Honor guest, Miss Olive M. Jones, President N. E. A. Speaker, Mr. John L. Bracken, Editor Second Yearbook, of National Department of Elementary School Principals.

Drury College will hold a reunion and banquet at the Marquette Hotel, December 7, 6:30 P. M. Reservations may be obtained

from Mr. A. H. Mansfield, 5818 Cates Ave., St. Louis.

Stephens College, Columbia, announces a luncheon at Hotel Statler, Friday, December 7, at 12:15 P. M. Price per plate \$1.50.

Classics Dinner at Hotel Claridge, Thursday, December 6, 7 P. M.

The St. Louis Council of Teachers of English has arranged an informal dinner for Thursday evening, December 6. The place will be duly announced. All English teachers of Missouri are cordially invited.

Young Men's Educational Club announces a breakfast to be held Friday, December 7. Exact time and place will be announced later.

Alumni and Former Students of the School of Education, University of Missouri, will organize at 5:30 P. M., at the Claridge Hotel, Friday, December 7. Following the organization meeting the Alumni and Former Students of the University of Missouri will have a dinner at the Claridge Hotel, 6:00 P. M. sharp. Dean M. G. Neale and Dean Priddy will be guests of the evening. President Stratton D. Brooks will address the meeting, which will close in time for all the teachers to attend the concert at the Coliseum. (Walking distance from hotel.) Price per plate \$1.00. Reservations can be made at the University Headquarters, Statler Hotel, or by addressing Ernest Staude, 501 Equitable Bldg., St. Louis.

The Missouri Council of Administrative Women in Education will give a dinner at the College Club, 5428 Delmar Avenue, December 6 at 6:15 P. M. Plate \$1.50. A large attendance is desired. Reservations can be made with Mrs. Elma H. Benton, Principal Hosmer Hall, St. Louis, not later than Monday, December 3rd.

A Commercial Teachers Banquet will be served in the Central High School Lunch Room, Friday from 6:00 to 8:00 P. M., at \$1.25 per plate.

The History and Government Section will dine at the Gatesworth Hotel, 245 Union Boulevard, at 6:30, Thursday evening. Plate \$1.75.

Notify Secretary J. E. Wrench, Columbia, Mo., in advance.

WHO'S WHO ON THE PROGRAM

NOTE:—This list contains the names of the speakers on the general pro-

grams and the out-of-state speakers on the departmental programs.

Dr. R. G. Reynolds, Director Bureau of Education, Teachers College, Columbia University, New York City.

Dr. W. C. Bagley, Professor of Education, Columbia University, New York City. Author: Educational Process, Class Room Management, Educational Values, School Discipline and other well-known books dealing with education and historical subjects.

Dr. C. H. Judd, Director School of Education and Chairman of the Department of Psychology, University of Chicago. Author: Genetic Psychology for Teachers, Psychology of High School Subjects, Introduction to Teaching, and other books on psychology and education.

Dr. Paul Monroe, Professor of Education, Teachers College, Columbia University, New York City. Author: Text book in the History of Education, Principles of Secondary Education, Cyclopedia of Education.

Dr. Fannie Dunn, Professor of Education, Teachers College, Columbia University, Specialist in Rural Education.

Miss Olive Jones, Principal Public School No. 120 New York City, President N. E. A.

Miss Theda Gildemeister, Professor Elementary Education, State Teachers College, Winona, Minnesota.

Miss Gail Harrison, Specialist, Primary Education, Teachers College, Columbia University, New York City.

Wm. G. Whitford, School of Education, University of Chicago.

Dr. Herbert S. Hadley, Chancellor Washington University, St. Louis, formerly Dean of the Law School, Colorado University, Governor of Missouri, 1909-1913.

Dr. Stratton D. Brooks, Columbia, President of University of Missouri, formerly President University of Oklahoma.

Hon. Arthur M. Hyde, Jefferson City, Governor of Missouri.

Mr. Charles A. Lee, Jefferson City, State Superintendent of Public Schools.

Mrs. William Ullman, Pres. State Parent-Teacher Association Springfield.

County Supt. T. R. Luckett, Pettis County Schools, Sedalia.

Superintendent J. W. Thalman, St. Joseph, Missouri.

Dr. T. W. Nadal, Pres. Drury College, Springfield.

Dr. John R. Kirk, Pres. State Teachers Col-

lege, Kirksville, Mo.

Prof. R. C. Buzzard, Head Department of Geography, Illinois State Normal University, Normal, Illinois.

Miss Mary Sweeney, Chairman Home Economics Group, University of Kentucky.

Mr. Carl Schrader, President Physical Education Association of America and Director of Physical Education for the State of Massachusetts.

ASSEMBLY OF DELEGATES

All sessions of the Assembly of Delegates are scheduled to meet in the Scruggs-Vandervoort-Barney Auditorium, 9th and Olive Streets. The first session of the Assembly will be held Wednesday morning, December 5, at 9:00 o'clock. At this time, among other business, the Report of the Committee on Credentials will be made. In accordance with a resolution of the Assembly last year, in order, to expedite business a suggestive program will be made before the St. Louis Meeting.

Get your Identification Certificates.

MEETING PLACES GENERAL SESSIONS

Coliseum—Washington and Jefferson Avenues. From Statler Hotel take Page car to Jefferson Avenue.

ADMISSION TO GENERAL SESSIONS

Only Certificates of membership will admit teachers to the General Sessions, and this will entitle the holder to all rights and privileges of the Association. **Bring your membership receipt with you.**

PROGRAM GENERAL SESSIONS

Meetings will be called to order on time. The audience is requested to remain seated during addresses. A short intermission between numbers will permit all wishing to leave or to enter to do so without interrupting the meeting.

First General Session, Thursday Morning, December Sixth, Coliseum 9:00 O'clock.

President Clyde M. Hill, presiding.

Music (St. Louis Public Schools), directed by Supervisor Eugene Hahnel (30 minutes).

Invocation: Reverend Ivan Lee Holt, St. John's Methodist Church, St. Louis.

Subject: **The Educational Situation in Missouri.**

I. The State Department of Education,

Supt. Chas. A. Lee, Jefferson City (30 minutes).

II. The Teachers Colleges, Mr. John R. Kirk, President State Teachers College, Kirksville. (10 minutes).

III. The Missouri Colleges, Dr. T. W. Nadal, President Drury College (10 minutes).

IV. The City Schools, Superintendent J. W. Thalman, St. Joseph (10 minutes).

V. The Rural Schools, County Superintendent T. R. Luckett, Pettis County Schools, Sedalia (10 minutes).

VI. The Parent-Teacher Association, Mrs. Wm. Ullman, State President, Springfield (10 minutes).

VII. Address: Publicity as a Part of a State Program of Education, Dr. Rollo G. Reynolds, Teachers College, Columbia University, New York City.

Audience is requested to remain seated during address. (Continued on Page 458)

HOTELS AND ROOMS

The Committee on Information and Accommodations will have a desk in the lobby of the Hotel Statler. Everyone who comes will be cared for.

Hotel, Number of Rooms, and Location	One Person		Two Persons	
	with bath	without bath	with bath	without bath
American, 275 R.	\$2.00 to		\$4.00 to	
7th and Market Sts.	4.00		6.00	
Amer'n Annex, 225 R	2.00 to		4.00 to	
6th and Market Sts.	4.00		6.00	
Claridge, 350 R.	2.50 to		4.00 to	
18th and Locust Sts	5.00		8.00	
Jefferson, 400 R.	3.00 to \$2.50		5.00 to 4.00	
12th and Locust Sts.	8.00		10.00	
Laclede Hotel, 265 R.	2.50 to 1.50 to		4.00 to 3.00	
6th and Chestnut Sts.	3.50 to 2.50		5.00 4.00	
Majestic Hotel, 200 R.	2.50 to		4.00 to	
11th and Pine Sts	3.50		6.00	
Marquette, 400 R.	2.50 to 2.00 to		4.00 to 3.00	
18th and Wash. Ave.	5.00 2.50		7.50 3.50	
Maryland, 240 R.	2.50 to 2.00		4.00 to 3.00	
9th and Pine	3.50		5.00	
Pontiac Hotel, 80 R.	2.00 to 1.25 to		3.50 to 2.50	
19th and Market	2.50 1.50		4.00	
Statler, 650 R.	3.00 to		4.50 to	
9th and Wash	7.00		9.50	
Terminal, 190 R.	3.00 to 1.50 to		4.00 to 2.50	
Union Station	3.50 2.00		6.00 3.00	
Warwick, 200 R.	2.50 to		4.00 to	
15th and Locust	4.00		6.00	
Hotels Located in The West End.				
Buckingham Hotel				
and Annex, 400 R.	2.50 to 2.00 to		4.00 to 4.00	
Kingshighway				
and W. Pine	5.00 2.50		10.00	
Chase Hotel, 500 R.	3.00		6.00	
Kingshighway				
and Lindell				
Hamilton Hotel, 180 R.	1.50 to		3.00 to	
Hamilton and Maple	2.50		4.00	
Melbourne Hotel, 300 R.	3.00 to		4.50 to	
Grand and Lindell	5.00		8.00	
Melville Hotel, 50 R.	1.50 to		3.00	
5338 Bartmer	2.00		4.00	

Preparation of High School Teachers and Administrative Officers

A. G. CAPPS, University of Missouri.

THE most serious problem confronting secondary education in Missouri is the preparation of its teachers and administrative officers. Other problems such as those of curriculum construction, technic of teaching, measuring the results of teaching, school costs, and so on, are of secondary importance. These latter problems will be taken care of, at least much more easily, when the preparation of teachers, principals and superintendents is properly prepared, they will solve most of these and allied problems of

ents enrolled, the number of graduates, and the number of teachers was regular and rapid to 1922—the last year for which we have data. In this year there were 88,366 students enrolled of which 12,122 were graduated and requiring approximately 3,800 teachers. Hence, one observes the interesting fact that in ten years the number enrolled, the number of graduates and the number of teachers have doubled.

TABLE I.
Enrollment, Graduates and Teachers in Public High Schools in Missouri.

Year	Enrollment	Graduates	Teachers
1913(a)	43,409	6,153	2,076
1914	47,431	6,571	2,192
1915	51,665	6,899	2,600
1916	52,468	7,416	2,508(b)
1917	61,573	8,109	2,605
1918	61,860	8,414	2,905
1919	61,639	8,699	3,024
1920	71,504	9,278	3,000
1921	74,248	10,730	3,678
1922	88,366	12,122	3,800(c)

(a) 1913 means 1912-1913.

(b) From 1916 on data for teachers taken from list of High School Teachers.

(c) Estimated.

In considering the rapid growth of secondary education in Missouri the increase in number of high schools is significant. One sees in Table II that in 1912-13 there was a total of 401 high schools consisting of first, second and third class high schools, whereas for the year ending June 1, 1923, there were in all 736 high schools consisting of first, second and third class high schools. That is, from 1913 to 1923 there has been a net gain of 335 high schools.

Perhaps it is more significant to observe that the yearly increase in the number of first class high schools is as follows: 1913 to 1914—32; 1914 to 1915—12; 1915 to 1916—12; 1916 to 1917—22; 1917 to 1918—21; 1918 to 1919—23; 1919 to 1920—27; 1920 to 1921—67; 1921 to 1922—50; and 1922 to 1923—62. The

TABLE II.
Number of Public High Schools in Each Class in Missouri (a)

Class	1913(b)	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
1	180	212	224	236	258	279	302	329	396	446	508
2	67	74	83	93	95	105	116	100	94	113	93
3	154	172	191	206	192	204	188	193	166	130	139
Total	401	458	498	535	545	588	606	622	656	689	736

(a) Data taken from the Reports of the Public Schools of the State of Mo.

(b) 1913 means 1912-1913.



DR. A. G. CAPPS,
Professor of Educa-
tion, University of
Missouri, Chairman of
Committee on Teach-
ers' Salaries.

secondary education. "As is the teacher, so is the school", is an old adage, but nevertheless true in our modern age.

Development of Secondary Education in Missouri.

In order to understand better the problem of the preparation of the teachers in secondary education one has to examine the facts concerning the development of high schools in Missouri. The rapid growth may be seen in part by considering the data for only the last ten years as shown in Table I. In 1913 there were 43,409 students enrolled and of these 6,153 were graduated. To take care of this enrollment 2,076 teachers were employed. The growth in number of stud-

large yearly increases are for the last three years. The average yearly increase (58) for the last three years is approximately three times the average yearly increase (21) for the seven preceding years.

Preparation of High School Teachers and Administrative Officers.

All the preceding data show the phenomenal development of secondary education in Missouri. But this growth has brought with it certain grave problems. Of these the most serious is the preparation of the high school teachers, superintendents and principals. The best available data show that the teachers and principals in the first class high schools are less well prepared than in 1913, and that the superintendents are only slightly better prepared.

TABLE III.
Per Cent of Teachers and Administrative Officers
in First Class High Schools Without 120
Hours of College Preparation.

Year	Superintendents	Principals	High School Teachers
1913	41.7	51.0	49.3
1914	50.7	53.0	49.4
1915	59.7	54.5	49.6
1916	53.6	51.9	46.8
1917	47.5	49.1	43.9
1918	48.0	52.0	49.0
1919	48.4	51.7	54.1
1920	47.5	59.0	57.9
1921	46.7	63.2	61.6
1922	41.7	59.1	61.5
1923	36.7	55.0	61.4

Table Reads: For the year ending 1913 in districts maintaining first class high schools 41.7 per cent of the superintendents were without 120 hours of college preparation, 51.0 per cent of the high school principals were without 120 hours of college preparation, etc.

In detail, as shown in Table III, in 1913 it is found that 41.7 percent of the superintendents in districts maintaining first class high schools did not have 120 hours of college

work, while in 1923 it is found that 36.7 percent did not have 120 hours of college training. In 1913 it is found that 51.0 percent of the principals of first class high schools did not have 120 hours of college work, while in 1923 it is found that 55.0 percent failed to have 120 hours. In 1913 it is found that 49.3 percent of the teachers in the first class high schools did not have 120 hours of college training, whereas in 1923 there was 61.4 percent without 120 hours of college training. This increase of 12.1 percent of the high school teachers in our first class high schools without reasonable college preparation for their work is cause for concern.

No one believes that these tendencies should continue. The situation is very complex and simple remedies may not suffice. However, movements are under way that will tend to bring about better qualifications for the teaching personnel. The State Department of Public Schools is considering a revision of the requirements for the different classes of certificates. Doubtless the revision will be upward and toward certification for special types of work. Again, the State Teachers' Colleges and the School of Education of the University of Missouri are co-operating as never before in doing all that is possible to induce teachers to continue their preparation for the profession of teaching. Further, the School of Education of the University of Missouri is sparing no pains to take care of all students interested in graduate work in Education and it is making plans for more adequate facilities in the near future. Also, many of the leading educators in the State are interested in instituting a systematic plan for teacher accounting which will show the status of the teaching personnel at regular intervals.

The only remedy for war is conscience, and you will not have that until you have religion carefully taught and inculcated.—George Bernard Shaw.

Though we need criticism and friendship in our life as students, there is nothing that we need more than religion—the friendship of God.—Marion L. Burton.

LET us consider first the belief, quite commonly held, that the scientist is a destroyer of religion. This belief has no substantial foundation. No fact has been discovered by scientific research that disproves or discredits the belief in the existence of God, or of the individual mind and soul of men, or of the existence of the soul before birth or of its continuance after death. Many men and women who stand high in the scientific world cherish some or all of these beliefs. * * * And again there is no proof that the evolutionary theory of development applies in unbroken continuity to the history of man. One may accept all the well authenticated facts that a scientific study of life from the "physical" side reveals, and yet hold whatever belief he pleases on these questions that are so often woven into religious creeds.—George A. Mirk.

When Teachers Fail to Teach

By PROFESSOR D. H. MARKHAM, Visual Instruction Department, University of Arkansas.

TEACHING consists not in telling the class something, but in having each individual in the class do some thinking. The teaching may be said to be effective to the extent that the thinking leads to doing. The teacher fails to teach until there is some thinking and doing in the class.

The basis of all thinking is experience. The greatest mistake that we make as teachers is to expect expression from a child who has had no experience with the material we are discussing or whose experience has been very shallow and unreal. The cold storage idea of knowledge, that all vital things a child needs to know are in the text book, must pass if we are to develop thinkers and doers. We know a thing is a fact, if our experience with the thing or fact is real and becomes a part of our living and thinking.

We have a powerful instrument in teaching which will give our pupils real vital experiences and stimulate thought as nothing else can. I refer to the third dimensional picture as revealed by the stereoscope. The nearest thing we have to the actual experience is the stereograph. Just as a child turns to the dictionary or encyclopedia for information, so now they can turn to the stereographs for a real experience through the third dimensional picture. It can be said that that child is potentially the best thinker, who has had the most real experiences. Thinking is too often thought of as cut off from experience and capable of being developed in isolation.

The stereograph is making teaching effective because it is making what the pupil reads in his text book real to him. The pupil is asked continually to give knowledge of other men; second hand knowledge. This knowledge is merely verbal, seldom anything back of it. But the stereograph accompanying the reading in history, geography, science, etc., brings the child into a living experience with the material in his text. He gets the real truth about what he is reading through the third dimensional picture. What finer thing can be done for a child than to have him feel that his school experiences are the experiences of life, of personal contact. We are teaching just to the extent that we break down the barriers between what the child experiences in his travels, in

his contact with the outside world and the school room. The stereoscope makes the schoolroom a part of the living, working, world.

Accompanying every real experience that the child has is an innate desire to relate that experience. This is where the stereographs help in oral and written expression. The stereoscope giving a real vital visual experience to the child develops a feeling of confidence and a desire to have others share this experience. Self expression is the natural result of such experiences; coercion is subjection, not objective. One of the best methods of judging the effectiveness of our teaching is by the type and spontaneity of questions that come from our pupils. If we fail to get any questions from the class our teaching has failed. The lack of questions means the lack of concrete experiences and visualizations. The stereoscope will stimulate the pupil to ask questions and help him answer his own questions by the written descriptions on the back of each picture. The lantern slides used in teaching are a means of reviewing and having the class discuss their experiences as a social group.

Ideas are not isolated, segregated; knowledge is unity. Facts do not form isolated islands. Teaching with material afforded by the stereoscope and lantern slide introduces unity into the curriculum. A natural correlation of all subjects in the curriculum ensues. The ideal school was best defined by Garfield: "A college is Mark Hopkins on one end of a log and a student on the other". The personal contact of pupil with teacher and teacher with pupil is essential if education, —thinking—is to result from school experiences. In other words what Garfield meant was that the ideal education was to result by the contact with many teachers through one teacher, many subjects through one subject. History, geography, mathematics, English, astronomy, civics and all the sciences are not separate, cold, and isolated bits of knowledge, but all a great truth of man and his civilization. Visual education through the stereoscope and lantern slide will do for teaching what the philosophers of all ages have been attempting to do, find the golden thread that runs through all knowledge; that is, synthesize knowledge.

World Federation of Education Associations

WORLD PEACE PLAN AWARD \$25,000.

A GENTLEMAN, who wishes his name withheld has given to the World Federation of Education Associations a gift of twenty-five thousand dollars (\$25,000) to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June and July, and believes that lasting peace can come only through education. He desires to encourage a movement calculated to promote friendliness among the nations.

The World Federation of Education Associations.

The World Federation gratefully acknowledges the generous gift to be used in furthering the world's greatest cause and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer processes of education. It accepts also the belief that textbook materials and teaching attitudes are all essential and any plan proposed must have as its principal object the bringing about of a better understanding between nations with the elimination of hatreds, both racial and national.

The Peace Plan.

A plan of education calculated to produce amity is desired. There is a distinct difference between this plan and the one called for by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to interested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contacts and to produce a psychology or "world mindedness" such as will support any system of diplomacy or any functioning of the state.

Rules of the Contest.

1. All manuscripts must be in typewritten form with sufficient margin for the notes of examiners.
2. The Commission on Award reserve the right to reject such manuscripts as they may desire.
3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.
4. Manuscripts will not be returned. The Federation reserves the right to retain for such use as it may see fit all plans submitted.
5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.
6. In order to secure impartial decision manuscripts should be unmarked but should be accompanied by plain, sealed envelope unmarked in which shall be given the author's name and address so that in case of acceptance the award may be mailed to the proper person. Any identifying marks will render the manuscript ineligible to compete.
7. Plans must be submitted on or before July 1, 1924.
8. The award will be given \$12,500 when the plan is accepted and \$12,500 when the plan is inaugurated.

Commission on Award.

1. Hon. Henry M. Robinson, President First National Bank, Los Angeles, Calif., Member of Board of International Arbitration.
2. Dr. Henry Noble McCracken, President Vassar College, Poughkeepsie, N. Y.
3. Hon. Percival P. Baxter, Governor of Maine, Augusta, Maine.
4. Dr. Herbert S. Houston, Publisher of OUR WORLD, New York, N. Y.
5. Mrs. P. W. Henry, Scarborough-on-the-Hudson, N. Y.
6. Miss Olive M. Jones, President National Education Association, care of Board of Education, New York City.
7. Hon Henry E. Dunnack, State Librarian, Augusta, Maine.

8. Hon. J. W. Crabtree, Sec. National Education Association, Washington, D. C.
9. Mrs. Cora Wilson Stewart, Frankfort, Ky. Distinguished educator.
10. Hon. George T. Moody, Bound Brook, New Jersey, Retired.
11. Hon. Carleton E. Ladd, Buffalo, N. Y. Eminent Attorney.
12. Hon. Wm. Gibbs McAdoo, Los Angeles, Calif. Former Secretary of the Treasury.
13. Col. Milton A. McRae, Detroit, Mich. and San Diego, Calif., Scripts-McRae Newspaper.
14. Hon. Alfred Lucking, Ford Bldg., Detroit, Mich. Prominent Attorney and former Congressman.
15. Dr. R. A. Milliken, President Institute of Technology, Pasadena, California.

Direct all communications to Augustus O. Thomas, President of World Federation of Education Associations, Augusta, Maine, or C. H. Williams, Secretary, Columbia, Missouri.

Fifty Years Old

THE Southeast Missouri State Teachers College celebrated the fiftieth anniversary of its founding on Thursday, October 25th, in a most fitting manner. That day was chosen because on the eve of the Southeast Missouri Teachers Association it commemorated the date of the location of the school in Cape Girardeau.



PRESIDENT JOSEPH A. SERENA of Southeast Missouri State Teachers College.

On March 22, 1873 Governor Woodson of Missouri approved a bill introduced into the General Assembly, by T. J. O. Morrison of New Madrid County and passed by the Assembly, creating a third normal school for the state to be located in Southeast, Missouri.

On October 28, 1873 the Board of Regents of the new normal school selected Cape Girardeau as the site for the institution, and school was opened in the Lorimier Public School building December 5th, of the same

year.

The first faculty consisted of L. H. Cheney, Principal; R. P. Rider, G. T. Lemmon, Mrs. Frances A. Cheney, and L. C. Schleich. Principal Cheney died in 1877 and was succeeded by C. H. Dutcher, who served until 1881. At that time the title of the head of the school was changed to president and R. C. Norton was elected to the position. He served until 1893 and was succeeded in office by W. D. Vandiver, 1893-1897; J. S. McGhee, 1897-1899; W. S. Dearmont, 1899-1921; Joseph A. Serena, 1921—

During the first session fifty-seven pupils were enrolled. The attendance increased gradually for a number of year. In 1891 three hundred eighty-six were enrolled. This was the largest attendance until the period of enlargement beginning in 1903. The one thousand mark was first reached in 1912 when one thousand and one were enrolled. In 1922 the attendance was one thousand six hundred seventy-one.

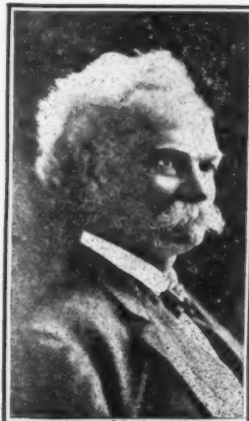
The first building was erected in 1874 on Fort "B". This was the only building until after its destruction by fire in 1902. The present group of buildings, seven in number, have been erected since that time, the latest, the Education Building, in 1923.

Originally the institution gave most attention to elementary work and reviews. It soon developed and operated a course practically equivalent to a two-year college course. This was the standard for many years. In 1902 the Board announced its intention to offer a four year college course which was gradually developed. In 1919 the general assembly changed the name of the school to the "Southeast Missouri State Teachers College" with authority to grant academic degrees. Since that time admission requirements have

been raised and the course of study developed and enriched until the institution has won recognition as a standard college for the training of teachers.

A. Lee, past or present State Superintendent of Schools. Telegrams were received from Hon John R. Kirk and Hon. Uel W. Lamkin.

FORMER PRESIDENTS OF SOUTHEAST MISSOURI STATE TEACHERS COLLEGE



W. D. Vandiver



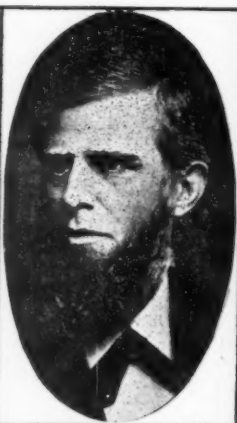
W. S. Dearmont



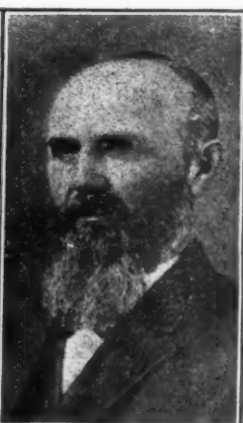
R. C. Norton



J. S. McGhee



L. H. Cheney



C. H. Dutcher

The day's program began with a general session in the College auditorium at 10 A. M., with an attendance record that is unequalled for Cape Girardeau. Nearly every seat in this large room was taken.

Rev. J. H. Taylor, Rector of Christ Episcopal Church, offered the invocation. Messages of greeting were delivered by Hon Wm. P. Evans, Hon. Sam A. Baker and Hon. Charles

The College Trio gave two excellent selections on stringed instruments.

Dr. M. G. Neale of the University of Missouri brought greetings from his institution as well as the Missouri College Union.

Dr. R. H. Crossfield of William Woods College, Fulton, presented the greeting of his college and also of the Missouri Junior College Union.

The public schools of the state were represented by Mr. John J. Maddox, Superintendent of the St. Louis Public Schools.

The sister Teachers Colleges were represented by Prof. M. A. O'Rear of Springfield and Prof. C. B. Hudson of Warrensburg. Each of the speakers was happy in the expression of felicitations of the organization represented.

Immediately following this service was the unveiling of the Memorial Tablet in the main corridor of Academic Hall, commemorating the eighteen students who died in the service of their country during the World War. The presentation address of Prof. A. W. Vaughn, representing the committee and donors as well as Mr. Louis Houck's remarks in accepting it for the Board of Regents were most fitting. Aside from the \$700 spent for expenses and the tablet, all of the \$7000.00 fund is to be used as a Memorial Loan Fund for students, to be administered by a committee from the faculty.

Then following a great barbecue dinner served on the athletic grounds. More than 3000 people were fed. Some idea of the magnitude of this part of the day's program may be gleaned from the fact that it took 2200 pounds of meat, 15 dozen loaves of bread, 18 dozen pies and 84 dozen ice cream bars, besides barrels of coffee, pickles, etc., to feed the multitude. But everybody was fed and more than fragments remained.

Then came the student parade, over the streets of the city. Headed by the city military band, followed by Governor Hyde, College officials and guests, came the faculty and students marching. The second division headed by the College band, consisted entirely of floats and decorated cars, of which there were more than twenty. This parade was well managed from beginning to end and reflected great credit on the College. It terminated at the football field, where the largest crowd that ever witnessed a football game in this city saw Gape Girardeau defeated by Carbondale, Illinois Normal University by a score of 11 to 0. It was a well played

ed game with a slightly heavier and better team winning.

The culminating event of the day was the evening session, again in the College Auditorium. Long before the time to begin had arrived, every seat was taken. The invocation was offered by Rev. J. R. Spann of the Centenary Methodist Church. The Women's Glee Club of sixty members, under the direction of Prof. J. C. Brandt, furnished two beautiful selections. Seldom is a college club able to appear to a better advantage than did this organization in its two wonderful numbers.

Dean M. G. Neale, delivered the first address on "Fifty Years of the Training of Teachers in Missouri." It was a scholarly comparative review of the great accomplishments of a half century in this respect. He also sketched briefly the great demands that the next ten years will make upon the teacher training forces of Missouri, if the present program is executed.

President Uel W. Lamkin, who had been delayed by train service, presented his message of greeting both as a former State Superintendent of Schools and as the President of the Northwest Missouri State Teachers College.

The address of Governor Hyde came as a fitting climax to the program. He never spoke to a more appreciative audience concerning his abiding faith and interest in education, and his message was greeted with enthusiasm. Following his address a reception was held in the Regents room and more than one thousand persons formally greeted the Governor, President and Mrs. Serena and other guests in the receiving line. The College orchestra furnished music and the entire faculty acted on the reception committee.

The local newspaper, the Southeast Missourian, printed a special edition of 10,000 papers, in which appeared a number of interesting cuts.

The weather was ideal and every event of a very varied program was successfully carried out.

A society based on custom will utilize individual variations only up to a limit of conformity with usage; uniformity is the chief ideal within each class. A progressive society counts individual variations as precious since it finds in them the means of its growth.—John Dewey.

Calvin Coolidge didn't strive, he didn't work all day and study all night, he wasn't exceptional. Coolidge's career should show the average boy that he doesn't have to be unusually brilliant, or overworked, or hungry, or at all out of the ordinary to succeed.—Judson Stuart.

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Petticoats*

Important Information to Teachers Attending St. Louis Convention, December 5-8

(Continued from Page 448)

**Second General Session, Thursday Evening,
December Sixth, Coliseum, 7:30 O'clock.**

Vice-President John J. Maddox, presiding.
Music (St. Louis Public Schools), directed
by Supervisor Eugene Hahnel (30 minutes).

Invocation: Dr. Alfred Henry Porter,
Third Baptist Church, St. Louis.

Subject: **The Educational Situation in Mis-
souri** (continued).

- I. **The State**, His Excellency, Arthur M. Hyde, Governor of Missouri (30 minutes).
- II. **The State University**, Dr. Stratton D. Brooks, President University of Missouri (30 minutes).
- III. **Address: Nationalism, Democracy and Education**, Dr. Paul Monroe, Professor of Education, Teachers College, Columbia University, New York City.

Get Your Identification Certificate Today.

**Third General Session, Friday Morning,
December Seventh, Coliseum, 9:00 O'clock.**

Vice-President Eugene Fair presiding.

Music (St. Louis Public Schools), directed
by Supervisor Eugene Hahnel (30 minutes).

Invocation: Rev. C. E. Jenney, First Pres-
byterian Church, St. Louis.

Subject: **Educational Progress.**

- I. **Address:** Dr. C. H. Judd, Dean School of Education, University of Chicago, Chicago.
- II. **Address:** Dr. W. C. Bagley, Teachers College, Columbia, University, New York City.

Get Your Identification Certificate Today.

**Fourth General Session, Friday Evening,
December Seventh, Coliseum, 8:00 O'clock.**

**Concert, St. Louis Symphony Orchestra,
Rudolph Ganz, Conductor.**

NOTE—All members of the State Teachers Association will be admitted to this concert upon presentation of their membership cards. Others may be admitted upon the purchase of a ticket. The price of the tickets will be \$1.25. There are no reserved seats.

Get Your Identification Certificate Today.

**Fifth General Session, Saturday Morning,
December Eighth, Coliseum, 9:00 O'clock.**

Vice President Russell A. Sharp, presiding.

Music (St. Louis Public School), directed
by Supervisor Eugene Hahnel (30 minutes)

Invocation: Rev. G. A. Campbell, Union
Avenue Christian Church, St. Louis.

Subject: **Educational Achievement.**

- I. **Address:** Chancellor Herbert S. Hadley, Washington University, St. Louis.
- II. **Address:** Miss Olive Jones, President National Education Association.
- III. **Address:** Miss Thelma Gildemeister, State Teachers College, Winona, Minn.
- IV. Installation of President-Elect.
- V. Adjournment.

**MEETING PLACES DEPARTMENT SES-
SIONS.**

Central High School, Grand Avenue and Windsor Place. From Statler Hotel take Page car west to Grand Avenue and Windsor Place.

Harris Teachers College, 35th and Park Avenue. From Statler Hotel take Park or Compton car west to Theresa and Park Avenues.

Soldan High School. From Statler Hotel walk south to Olive Street, take Olive-Delmar car to Union Ave. Walk four blocks north. Or walk south to Locust street, take Hodiament car to Union Avenue and walk two blocks South.

Coliseum. Washington and Jefferson Avenues. From Statler Hotel take Page car to Jefferson Avenue.

Public Library. Olive and 13th Streets. From Statler Hotel walk south to Olive and four blocks west to Thirteenth Street.

Educational Museum. From Statler Hotel take Page car transfer to Grand Avenue north. Get off at North Market Street and walk one block west to the Educational Museum.

Marquette Hotel, Washington and 18th Streets. From Statler Hotel take Page car to 18th Street.

Claridge Hotel, Locust and 18th Streets. From Statler take Page car to 18th Street, walk two blocks south.

For programs of the various Departments, see the pamphlet of the Official Program.



Inspection and Supervision of Missouri Schools

SUPERINTENDENT Lee has formulated and put into operation a new plan of inspecting, supervising, and classifying high schools which promises to do much for the improvement of these schools.

No thinking person will question the value of inspection and classification of the high schools of the state by the State Department of Education. It has been a great impetus to the development of secondary education and has resulted in a degree of uniformity and standardization in the amount and quality of work given which is very desirable. But if the department is to be of the greatest service to the high schools of the state it must do more than make a hurried visit to a school once a year for the purpose of checking the equipment of the school and the qualifications of the teachers against the minimum requirements set up by the department as a basis for classification. That is to say, the work of the department must be more than inspectorial in nature; it must be supervisory.

Realizing the importance of a more personal touch with and a more definite understanding of the problems of the high schools of the state and appreciating the necessity of more frequent visits Superintendent Lee has reorganized the inspectorial force by dividing the state into districts. These districts in the main are coterminous with the State Teachers College districts and an inspector is placed in each of these districts with headquarters in the town where the teachers college is located and with his office in the college.

This plan enables the inspector through frequent visits to know the schools and the school people of his district. It also admits of the increased service to those schools most in need of help from the department. In case a school fails to meet the requirements for a given classification at the time

of the first visit of the inspector, officials of the school may be given an opportunity to meet the requirements after advising with the inspector concerning their specific needs. In such cases the classification of the school may be withheld till the school officials have complied with the recommendations of the department and till the inspector has visited the school again for the purpose of seeing whether or not the requirements have been met. In this way the inspector becomes a counselor, a professional advisor of superintendents, teachers, and school board members, and instead of fearing the coming of this representative of the State Department these school people should come to look forward to his visit with a great deal of pleasure. Inspectors are scheduled to spend at least one whole day in each first class school and at least one-half day in each month or third class school.

The plan also contemplates full and complete co-operation with county superintendents in the inspection and supervision of the high schools under their supervision. Each inspector is routed by counties and the county superintendents are advised of the dates when the inspector will be in their respective counties. In this way the county superintendent who knows the schools of his county becomes a co-worker with a representative of the State Department for the improvement of the schools of his county. Such co-operation is most desirable and should prove a large factor in the results obtained by this plan for inspection and supervision of high schools. The inspector not only inspects the high schools but visits the grades as well and reports on the work observed there. This is as it should be since we cannot have superior high school work built upon inferior grade work.

The present plan has not been in operation long enough to warrant a statement of its

possibilities in all particulars but we are convinced of its tremendous advantages over the old procedure, and we are delighted to learn of the enthusiastic reception accorded the scheme by those interested in education throughout the state. Most especially are we pleased with the way in which the school people are coming to look upon the High School Inspector in their respective districts. The more frequent visits and the valuable service rendered by the inspector has developed a kind of local pride among the school people of the several districts and they have come to speak of him as "our inspector." This relationship is very commendable and should do much for the advancement of secondary education in this State.

A recent report from the office at Jefferson City indicates the energy with which the plan is being carried out. During the months of September and October 186 schools were

visited and nine new high schools were organized. The report further shows that these inspectors during that time addressed 53 educational meetings.

The personnel of the inspectorial force has done much to inspire confidence in the plan and to insure co-operation on the part of the school people.

Maryville district—S. C. Richeson.

Kirksville district—C. F. Daugherty.

Warrensburg district—E. W. Allison.

Cape Girardeau district—J. Will Pierce.

Springfield district—R. K. Phelps.

In addition to these inspectors assigned to the five Teachers College districts are Mr. W. W. Gibony and W. G. Dillon who devote a part of their time to the inspection work working out from the Jefferson City office. Mr. John B. Boyd has charge of the teacher training work and has general supervision of all high school inspection.

Picture Study for December

THE LAST SUPPER—Da VINCI.

The Artist.

Leonardo Da Vinci was born at Castle Vinci between Florence and Pisa. He was brought up in Florence where he lived until he was twenty-four. The story of the wonderful artist's life and accomplishments reads like a fairy tale. From a child he attracted attention for his passion for learning. At fifteen he entered the studio of Verrocchio. From the first, the brilliant youth won general favoritism and proved the superior of his master.

He is said to have been the greatest genius that ever lived and painting was only one of the activities in which his talent was displayed. He was illustrious alike as a sculptor, architect, engineer, philosopher, writer and musician. He designed the most remarkable bridges and warships of his day.

When the Last Supper was completed Raphael was only fifteen years of age. Few of his paintings have endured. "The Virgin of the Rocks" and "St. Anne, the Virgin, and the Christ Child" are in the Louvre, Paris. His celebrated "Mona Lisa" has, since it was stolen from the Louvre and later recovered, become more famous than before.

The Picture.

No scene in the life of Christ has been more often painted than that of the Last Supper, but no other attempts can compare with this wonderful painting of Leonardo da Vinci's. It is recognized as da Vinci's masterpiece and is one of twelve paintings called world pictures. It was painted in oils on the wall of a convent dining room in Milan, Italy.

The appropriate setting of the picture adds much to its charm. Seated at their meal the brothers of the monastery could look upon the table of Christ, as if he were their guest. It is

said to be an exact copy of the table, linen and dishes used by the monks.

The central figure is Christ, with the disciples in four groups of three each. Christ sits alone and in their surprise and bewilderment at Christ saying, "Verily I say unto you, that one of you shall betray me," had drawn away for the moment. Each is expressing his feelings in his own way. In the background three windows with glimpses of landscape have been painted, which add artistic value to the picture.

At the Master's right, in broken-hearted silence, sits John, the beloved disciple. Impulsive Peter leans forward, touching John's shoulder, and seems to be urging him to ask the Savior who the traitor is.

There can be no doubt as to the real betrayer. In contrast to the gentle features of John is the dark, cunning face of Judas, who, clutching the money bag, looks up in alarm.

Behind Peter, is Andrew, with upraised hands, then James the Younger and at the end Bartholomew, leaning forward in his eagerness to catch the words of others. To the left of Christ, Thomas with raised finger seems to be saying, "Lord is it I?" In front of him, James the elder, expressing in face and gesture his horror at such a thought. Philip bending over his companions with deep regret in his face, seems to say, "Thou knowest my dear, Lord, is it I?" Next to Philip, in the last group are Matthew, Thaddeus and Simon.

We are touched with the face of the Savior, sad, submissive, forgiving. Observe how much the artist has expressed of the human and divine in Christ's gestures. One hand with palm downward, seems to say, "If it be possible let this cup pass from me." The other upturned, receptive, suggests the words, "Not my will, but thine be done."

Department of

Child Hygiene and School and Home Sanitation

Conducted by the

MISSOURI TUBERCULOSIS ASSOCIATION

W. McN. Miller, M. D., Editor



A \$2,000,000 COMMUNITY HEALTH DEMONSTRATION PROJECT

THE Milbank Memorial Fund, established by the late Mrs. Elizabeth Milbank Anderson, will spend \$2,000,000 on health demonstrations in three typical communities with a population of a half a million, according to its annual report, made public yesterday by John A. Kingsbury, secretary of the fund and formerly Commissioner of Public Welfare of New York City.

Under the plan announced the fund will attempt to demonstrate, by co-operation with agencies in these communities, whether the extent of sickness can be materially diminished by the intensive application of known health measures, and mortality rates further reduced; and whether these results can be achieved in a relatively short period of time and at a per capita cost which the communities will willingly bear.

"This project of the Milbank Memorial Fund, known as the New York Health and Tuberculosis Demonstrations, will be carried on in three localities in New York State typical of metropolitan, city and rural communities in the country at large," Mr. Kingsbury said.

"It will be conducted under the general supervision of a group of well-known leaders in public health and social work. Its purpose is to determine which diseases more readily yield to concerted attack, to what extent tuberculosis can be further reduced, whether the low infant mortality rate of 50 per 1,000 born attained in many progressive communities can be generally substituted for the rate of 100 or more still prevailing in parts of the United States; what preventive methods are most effective in controlling disease—in short—to ascertain what can be accomplished by the intensive application of public health measures in the fields of physical and mental, social and industrial hy-

giene. A record will be kept of the exact cost of each specific project and every effort made to keep the cost down to a minimum consistent with efficiency.

Actual work has been started in Cattaraugus County, with a population of about 72,000, and in the City of Syracuse, which has a population of about 175,000. The metropolitan district, though not yet definitely located, will probably be a section of New York City with a population of about 200,000. The Board of Directors of the fund have set aside \$325,000 annually for these projects.

The general supervision of the demonstration will be in the hands of a technical board consisting of Dr. James Alexander Miller of the College of Physicians and Surgeons, Dr. Linsly R. Williams, managing director of the National Tuberculosis Association; Dr. Livingston Farrand, President of Cornell University and President of the National Tuberculosis Association; Homer Folks, secretary of the New York State Charities Aid Association; Bailey B. Burritt, director of the New York City Association for Improving the Condition of the poor; and John A. Kingsbury, Secretary of the fund.

NEW YORK TIMES.

STATE SUPERINTENDENT URGES PARTICIPATION IN SEAL SALE

To Superintendents and Teachers of Missouri Public Schools:

The week of December 9-16 has been set for School and Health Week in Missouri this year. This immediately follows the meeting of the Missouri Teachers Association in St. Louis.

As in the past, the Missouri Tuberculosis Association will send a city and town superintendents, principals and rural teachers, programs and supplies for community and school and health week. These will include lessons for health week, health plays, health

stories and other health and child hygiene literature, as well as health literature for distribution to patrons of the schools.

As heretofore a supply of Tuberculosis Christmas Seals, to be sold by school children under the direction of their teachers, will be sent with these supplies. This is the sixteenth annual sale of these Christmas stickers under the direction of the National Tuberculosis Association, and in these sixteen years the death rate from Tuberculosis in the United States has decreased more than fifty per cent, a significant contribution to the health welfare of the nation and to the state by the public schools.

School officers, superintendents, principals, teachers and pupils are urged to participate in the health week exercises and do their utmost to make this year's sale of the Christmas Seals fruitful of results. This is an educational movement and its observance will be regarded by the State Department of Public Schools as fulfillment, in part at least, of the Missouri statute requiring that "Special instructions as to tuberculosis, its nature, cause and prevention shall constitute a part of the course of instruction and be taught in all public schools supported wholly or in part by public money or under state control."

Very sincerely yours,

[Signed] CHAS. A. LEE,
State Superintendent.

STATE BOARD OF HEALTH RECOGNIZE CHRISTMAS SEAL SALE AS POTENT FORCE.

**To Health and Welfare Officers, Physicians,
Dentists, Nurses, Social Workers and
Teachers of Missouri:**

The conditions pertaining to personal and public health in Missouri have been considerably bettered within the past ten years through the operation of legislative acts providing for the reorganization of the State Board of Health and county and city public health administration, for the administration of the state and county eleemosynary institutions, and for health inspection, health supervision and physical education of school children.

Some of these favoring conditions have been established, more have been set into operation, but much still remains to be undertaken, if Missouri is to take first rank

among the states in providing for the health welfare of her people. State and local volunteer health organizations have contributed mightily to bring these results about and we owe them the obligation of our moral and financial support.

Not a little of the influence and service which has been rendered us in this movement of our work through the past years is attributable to the untiring effort of the Missouri Tuberculosis Association with its annual school and popular health educational campaigns, its annual community and school health week programs, its health legislative activity, and its annual state-wide sale of tuberculosis Christmas seals by which it is financed.

School and Health Week in Missouri for this year has been set for the calendar week December 9-16; the sale of Christmas seals from Thanksgiving to Christmas. We urge that you enter earnestly into the spirit of these two movements this year and contribute materially to their success with your unstinted service in whatever way may be open to you or in ways by your own initiative you may contribute thereto.

Each teacher is especially requested to post in a conspicuous place in his school-room the "Important Notice" pertaining to birth and death registration in his district and to use his influence to secure the full observance of laws and regulations pertaining thereto.

MISSOURI STATE BOARD OF HEALTH.

GOVERNOR HYDE JOINS IN URGING MISSOURI TEACHERS TO TAKE PART IN THE HEALTH CAMPAIGN

Under date of November 19 the Governor of Missouri sent the following letter to Dr. Walter McNabb Miller, Secretary of the Missouri Tuberculosis Association:

"Dear Dr. Miller:

"I desire most earnestly to back up the work of stamping out tuberculosis in Missouri. Through the activities of a number of state and private organizations, in spreading health information and in emphasizing health education, the awful scourge of tuberculosis has been partially alleviated.

"I hope the teachers of the state will seize upon School and Health Week, December 9 to 16, to forward this work. One of the voluntary associations engaged therein is the

Missouri Tuberculosis Association, which has rendered valuable service. The purchase of their Christmas Seals will be a contribution toward finishing their all the year around efforts.

"(Signed) ARTHUR M. HYDE."

ALL NEW SCHOOLS IN PENNSYLVANIA TO HAVE HEALTH ROOMS.

An interesting feature in the State-wide use of facilities for promoting better health is found in the adoption by the State of Pennsylvania of the health room in all school buildings. The Bureau of School

Buildings, Department of Public Instruction, after the first of next January will not approve new school buildings where there is no provision for a health room. Ordinarily this health room is a medical inspection or nurses' room. It is now to be called a health room in order to emphasize the constructive side of health activities and to impress upon pupils, parents and teachers that health supervision is more than merely examination of children for contagious diseases or for physical defects.

RED CROSS COURIER.

The Ancient Order of Alchemists

By EVANS W. BUSKETT.

DURING the Fall term of school, 1922, there was instituted in the chemistry classes of the Joplin High School a new society known as the Ancient Order of

neglected but were provided for by the initiations, plays and picnics.

It was decided that the 11A, or second term class, should initiate the 11B, or be-



The students find fun and social satisfaction in Chemistry.

Alchemists, or briefly, the A. O. A. The object was to create a student activity for those pursuing the study of chemistry which would stimulate an interest in the subject. At the same time social features were not

ginning class. The 11A class consisted of only twenty boys and girls while the 11B class numbered sixty. Not daunted by this disproportion in numbers the 11A's were declared members without initiation and pre-

pared to put on the work. A ritual was written, the gymnasium prepared for the occasion and the sixty candidates were made to ride the A. O. A. goat.

The initiation at the beginning of the second term was not so strenuous. The 11A class was larger and the 11B class was smaller than at the first initiation so it was not so difficult to handle.

After the initiation, meetings were held every two weeks when papers on chemical subjects were read and experiments of interest were performed.

The effect upon the class from the teacher's standpoint was very satisfactory. There were no failures in either 11A class and a larger proportion of students received a grade of 90 per cent than ever before.

The ritual is divided into two sections, or degrees. In the first degree the candidate is brought in blindfolded and takes the obligation. He is then conducted through a "Wilderness of Ignorance" and drinks of the "Waters of Marah." He passes through the "Valley of Death" to try his soul, after which some side degrees are put on for the purpose of having fun with the candidate. This part of the work is pure fun and the "Wilderness of Ignorance" and the "Valley of Death" may be varied from time to time but the main features should always be retained. There is nothing in this part of the work which will harm the candidate nor embarrass him in any way. These initiations are conducted under the supervision of the Chemistry teacher and the other Faculty members are always invited to be present. One lady teacher who was taking an extension course in Chemistry was initiated last year and expresses herself highly pleased with the treatment she received, which was the same as all of the other candidates received.

The second degree is serious in its import. The candidates are seated in the balcony and the degree is acted for them by a

trained company of students. The second degree presents two candidates, a young man and a young woman, in search for the "Elixir of Life" and the "Philosopher's Stone." The gymnasium is darkened. The "Mysterious Master Alchemist" enters followed by the "Deputy Master Alchemist" and Minerva, the Goddess of Wisdom. They are followed by three "Evils" and three "Virtues" whose names I am not permitted to divulge. All are seated and the Laboratory is opened for Labor and the Contemplation of the Mysteries of Nature with appropriate ceremonies which include the lighting of the "Sacred Fire" of the "Mysterious Alchemists."

Two candidates are announced in waiting and, after due ceremony, are admitted to the presence of the Mysterious Master Alchemist who questions them as to their sincerity in their quest and warns them of the dangers they will encounter. They are conducted to the three Evils whom they overcome and to the three Virtues who aid them in their search. They are still unsuccessful and return to the "Mysterious Master Alchemist," who, as a reward for their diligence, reveals to them the "Secrets of the Elixir of Life" and the "Philosopher's Stone." The Laboratory is then closed with appropriate ceremony and the officers retire in reverse order.

All repair to the cafeteria where ice cream and cake are served, speeches are made and a general good time enjoyed by all.

This degree is put on in costume. These costumes may be of small cost or may be elaborate as the finances of the order will permit. The costumes used were of different colors of cheese cloth and served the purpose very well. In the darkened room fires of several colors are used to intensify the effect.

The class of candidates initiated Friday, October 12th, was fifty in number.

TENTH ANNUAL CONVENTION OF THE VOCATIONAL EDUCATION ASSOCIATION OF THE MIDDLE WEST

General and Sectional Meetings and Banquet.

Agricultural Extension

Commercial Education

Industrial Education

Homemaking Education

Vocational Guidance

Teacher Training

Part-time Education

Training in Industry

Industrial Rehabilitation

Among the speakers already engaged are: John N. Greer, Lewis Gustafson, John J. Maddox, Edwin A. Lee, Ruth Mary Weeks, John J. Tigert, Arthur Dean, Aaron Sapiro, Matthew Woll, Charles A. Bennett, Charles A. Prosser, Alice Loomis, Mabel V. Campbell, Emery Filbey, J. C. Miller, Jennie M. Turner, John M. Brewer, Mary Stewart.

CHASE HOTEL, St. Louis.

January 16, 17, 18, 19, 1924.

ITEMS of INTEREST

Superintendent A. O. Briscoe of Fredericktown reports eighty-two in the freshman class of the high school and thirty-five seniors. Vocational Agriculture is proving to be one of the most popular departments. Vocational Civics demands three sections to handle the large number of students enrolled. Supervised study is being inaugurated and is very satisfactory.

The Flat River Schools, of which M. P. Smith is superintendent, are through the junior college and high school departments conducting lyceum circuits throughout St. Francois county. The talent sent out includes lectures from the college faculty, readers, quartets, glee clubs, soloists of various types, a crayon artist, etc.

The talent is provided free, though the transportation is usually taken care of by the community entertained. A great many of the towns and rural communities of the county, which is a populous one, are availing themselves of the opportunity offered by the Flat River School.

The immediate direction of the work is in the hands of Mrs. Agnes Filler, the talented and versatile teacher of Home Economics in the Junior College of Flat River.

Superintendent Collier Tells Business and Professional Men of His Profession.

Price Collier, Superintendent of the Richmond Schools was recently called upon by the Rotary Club of his city to tell the club of his work. Superintendent Collier very wisely took advantage of this opportunity and explained to the Club the professional aspects of the modern superintendent of schools. He developed the idea that education is a profession and showed how the public is getting away from the idea that anybody who has had a little college education is sufficiently trained for a superintendency regardless of the kind of training he has had. The youthfulness of the profession was illustrated by the fact that Boards of Education still occasionally receive applications from men with degrees in medicine, law and theology who imagine that they can successfully direct a public school system, and who do not seem to know that they would be as much of a misfit in this position as the trained school man would be as a lawyer, a physician or a preacher.

Mr. Collier explained some of his duties and showed why professional training is necessary to their successful accomplishment.

Robert St. Clair, principal of the Mark Twain School, now on leave of absence, studying in the Teachers College, Columbia University, is one of a group of trained school men under the direction of Dr. George B. Strayer, who will survey the school system of Springfield, Massachusetts. This survey was begun recently and will probably be completed some time in January. There is a trained specialist for each phase of the investigation, and among other items to be studied closely will be courses of study, physical equipment, financial methods and costs. Mr. St. Clair is chairman of the Elementary School Principals' Division of the Missouri State Teachers Association.



SUPERINTENDENT J. J. MADDOX, of the St. Louis Schools, First Vice-President of the M. S. T. A., and its Convention host.

Superintendent Maddox has worked his way from the the ground up. He began teaching in the rural schools of Kentucky when he was eighteen years old. He has served as a high school teacher, as principal and superintendent of a small high school that was essentially rural. He is a graduate of Yale, and has attended the University of Cincinnati, the University of Chicago and Teachers College, Columbia, New York, from which he received the M. A. Degree.

He has been connected with the St. Louis school system for the past thirteen years. Before becoming Superintendent of the City Schools he was successively Principal of the Blow school, the Wyman school, the Grover Cleveland high school.

He says that his most valued experience was as a rural teacher where, "I had no maps, charts or library and was my own janitor. I was thrown upon my own resources, and organized my own school. For this I received the munificent salary of \$37.50 a month."

Professor George Melcher of Kansas City has recommended a carefully prepared schedule of summer activities covering a period of four or five years for the teachers in the Kansas City system. Mr. Melcher believes that teachers would derive much benefit from alternating study and recreation, teaching and employment in some vocation as far removed from teaching as possible. He believes that a summer spent in travel, camping, or just plain loafing should be followed the next season by a course in a summer school. The next year a teacher might profit intellectually and financially by serving as instructor in a college or normal school, and an entirely different kind work should be sought for the succeeding vacation. He believes there is no better way of broadening one's experience and gaining a closeup view of the world outside of one's room than by working at another fellow's job during vacation. The routine could be varied to suit each person's taste and necessities, providing the same activity is not engaged in at intervals of less than three or four years.

The Association must act, according to a recent editorial in the Kansas City Teachers Journal, on the question of the retirement fund for teachers. The adjournment of the Constitutional Convention marks a complete failure of the Missouri teachers to bring about the necessary change in the Missouri state constitution to legalize provisions for the teachers' retirement funds.

The editorial suggests the use of the initiative method of amending the constitution, and realizing that the task of circulating petitions throughout the state, is too big for the teachers of Kansas City to undertake alone, it states that the only body that could carry such an undertaking through successfully is the Missouri State Teachers Association, and that Kansas City delegates at the St. Louis meeting should arouse the Association to a realization of its duty and insist upon the adoption of a vigorous policy and the inauguration of an immediate campaign for the teachers' retirement fund.

The Parent Teachers Association of Missouri had adopted **THE SCHOOL AND COMMUNITY** as its state organ. This action was taken at the state meeting of the National Congress of Mothers and Parent Teachers Association held at St. Joseph in October.

Superintendent Lloyd W. King is secretary-treasurer of the Northeast Missouri High School Activity Association. Superintendent King finds time, among his other numerous duties, to send out frequent news letters covering the entire program of this association in football, basketball, and other high school activities. Northeast Missouri is thus properly recognizing the value of closely directed athletics. Green City High School Athletic Association has purchased a five-acre tract to be used as an athletic field. The School Board at Monroe City has purchased an eight and one-half acre tract to be devoted to a similar use.

Hunnell, after voting six times, carried a bond issue to replace the building which was burned last year.

The Vocational Education Association of the Middle West will hold the Tenth Annual Convention at the Hotel Chase, St. Louis, Missouri, January 16-17-18-19, 1924. A splendid program is being prepared, dealing with all phases of vocational education, including Agriculture, Home Economics, Vocational Guidance, Commercial Ed-

ucation, Trade and Industrial Education, Part Time Schools, Co-operative Industrial Training, Foremanship Training, and a host of other topics. The committee on local arrangements is headed by Supt. J. J. Maddox, as general chairman, assisted by others from the public and private schools of the city.

In addition to this program, a valuable commercial exhibit, displaying all the latest type of equipment for vocational education, will be a prominent feature.

Reduced railroad rates will be in effect, and any one interested in this phase of education cannot fail to profit from the meeting.

For further details and advance copy of the program, address the Secretary, Leonard W. Wahlstrom, 1711 Estes Avenue, Chicago.

"SCHOLARSHIP WEEK IN WILLIAM WOODS COLLEGE"

President R. H. Crossfield of William Woods College, Fulton, Missouri, set aside the week of October 22-27, as scholarship week. At this time an analysis of the student body was made with respect to the type of work each student was doing. The chapel hour during this week was used to emphasize different phases of scholarship.

Dean Elnora Winfrey spoke Tuesday morning on "Importance of Scholarship," and Mr. H. D. Griffin discussed at the Wednesday morning chapel hour the subject "How to Study." On Thursday morning Miss Maud Clay, head of the department of Physical Education, and Mrs. Fannie Longmire, Health Officer, considered, "Good Health Necessary to Scholarship." Friday morning, the last of the series was given and the teachers of the Jameson Conservatory of Music put on a program entitled "A Happy Heart, An Essential to Scholarship."

A request was made of the teachers of the college that they give the names of the five best and five weakest students in each department, together with reasons for the classification of these students.

Fifty-six of the 210 students were reported as ranking in the "highest five," and sixty-three as ranking the "lowest five." The reasons assigned for the fifty-six constituting the highest five were as follows:

1. Native ability.
2. Good previous training.
3. Good health.
4. Regular habits and definite schedule of study.
5. Ability to concentrate.
6. A sense of relative importance of things.
7. Ability to organize material.
8. Industry.
9. A definite purpose.
10. Ambition to take high rank in scholarship.
11. Regularity and punctuality.
12. Scholarship pride.
13. Poise in recitations.
14. Wide reading.
15. Placing college work first.

The reasons assigned for ranking the sixty-three in the lowest five years were as follows:

1. Inadequate preparation.
2. Inability to concentrate.
3. Lack of program for daily study.
4. Failure to organize material.
5. Attempting to carry too much college work.
6. Poor physical condition.
7. Giving too much time to outside matters.
8. Lack of industry.
9. Poor home environment.

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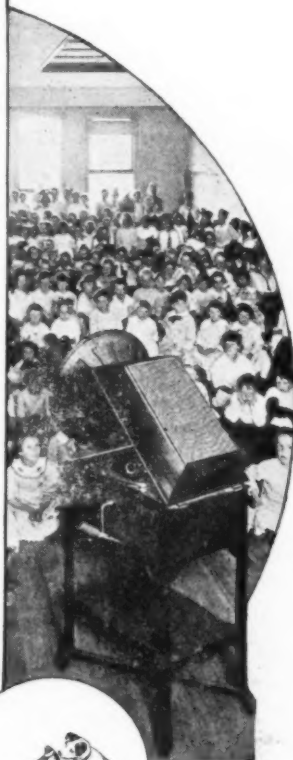
In choosing an instrument for your school, be sure it is a VICTROLA! All Victor products bear Victor trademarks—the picture and phrase "His Master's Voice" and the word "VICTROLA" stamp a talking machine or a record as right in every way—artistically, mechanically, musically, educationally.

The Victor Educational Department is ever alert to make those records that serve the schools in many branches of study: Music History and Appreciation; Correlations with other subjects of the curriculum; Physical Education, Recreation, and Play; Music Memory Contests; etc.

For further information, consult any dealer in Victor products, or write

Educational Department:

**Victor Talking Machine Company,
Camden, New Jersey.**



10. Failure to eat, sleep, and exercise regularly and properly.
11. Timidity and over sensitiveness.
12. Irregularity in attending classes.
13. Too much attention to social matters.
14. Failure to read widely and regularly.
15. Choosing wrong type of student for ideal.
16. Frequent absences from college and frequent visitors.
17. Large correspondence list.

18. Extravagance in expenditure of money. Another report will be made on the standing of the students of the college at Thanksgiving and it is expected that many of those who now rank in the "lowest five" will greatly improve their standing.

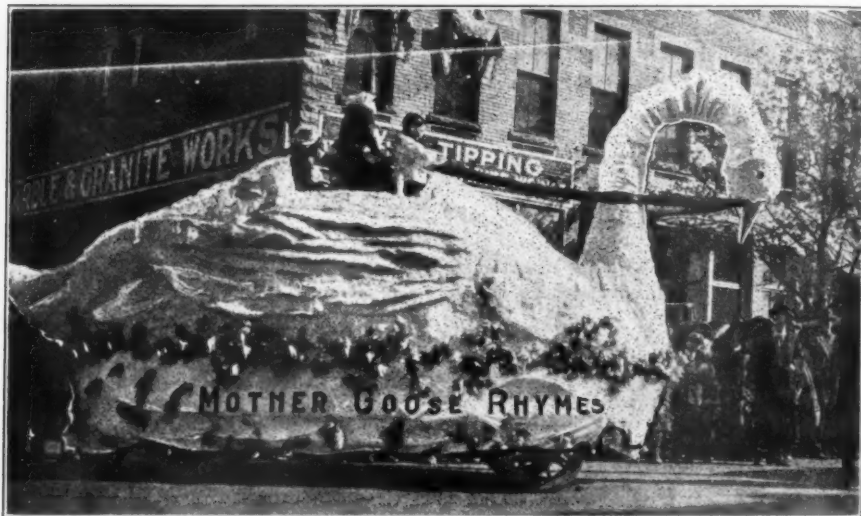
It was ascertained by the survey that a larger group of students had indicated a desire and purpose to attain Phi Theta Kappa honors than at any time since this honorary sorority was established.

Saline County School Day

ONE of the largest educational events ever staged in Saline County took place on October 19th. The roads were bad, the weather was bad, but the enthusiasm which the leaders had developed and the co-operation of so large a part of the schools of the county made a great success of the event, despite the unfavorable weather.

The parade was the chief feature. Prizes amounting to \$150 had been offered by the Chamber of Commerce of Marshall. These premiums were distributed to seven classes of contests as follows:

- The school bringing the float the farthest.
- The school having the best display of farm products on their float.
- The school bringing float and largest delegation from their district.
- The school having the most original idea for their float.
- The school depicting the best episode of Missouri History.
- The school depicting the best episode of American History.
- The best representation of the name of a school by a float.



We are glad to reproduce the picture of one of the prize winning floats. This enormous representation of Mother Goose was prepared by the Benton School of Marshall and won the first prize for schools of its class.

A Regional Conference of Classroom Teachers

Every year sees some progress of the spirit of democracy even though the forward movement appears very slow at times. This past year marks a rather unusual advancement of such a spirit in the N. E. A. because of the more general recognition being given to the great body of classroom teachers. Thru the Department of Classroom Teachers, the teachers are being encouraged to participate more actively

in the work of the Association and to give free expression to the problems which they encounter in order that some more satisfactory solutions may be reached.

Miss Anna M. Thompson of Kansas City, Missouri was elected a member of the Executive Board of the Department of Classroom Teachers at the last meeting of the N. E. A. at San Francisco, Monday evening, October 29, Miss

Thompson called a regional conference of the classroom teachers to which many teachers responded from Kansas City, Kansas; Independence, Mo.; and Kansas City, Missouri. These teachers represented the high schools, the grade schools, and the special schools. The chief purpose of this meeting was the organization of the group in order to formulate educational policies and to crystallize the sentiment, which we wish to recommend to the N. E. A. of which these regional conferences are an integral part. Miss Thompson was elected chairman, and Mr. Russell A. Sharp was appointed secretary by the Executive Committee. Many suggestions and most desirable changes were proposed in a most interesting discussion; but no definite action was taken as we felt it would be better and more profitable to consider these suggestions more carefully.

Miss Cora Showalter, President of the Teachers' Council of Kansas City, Kansas, was appointed chairman of the social committee and Miss Helen McMillan, a teacher in Kansas City, Missouri, was appointed chairman of the committee on recommendations. The next meeting of this regional conference will be held in Kansas City, Missouri, and will take the form of a dinner at the Y. W. C. A., and will take place sometime in January—the exact date of which will be announced later.

An earlier regional conference will convene at the Statler Hotel in St. Louis, Saturday, December 8 and every classroom teacher who attends the Missouri State Teachers' Association as well as teachers from the neighboring districts is urged to be present and to suggest such problems as have interfered with the teaching efficiency. Classroom teachers—let us respond most heartily to this great opportunity for fur-

thering a long sought recognition of our rights and our duties to have a voice in the administration and to help mold the policies of the N. E. A. of which we are such a numerically strong division.

NELL E. LAIN,
Chairman of the Publicity Committee,
4518 Montgall, Kansas City, Mo.

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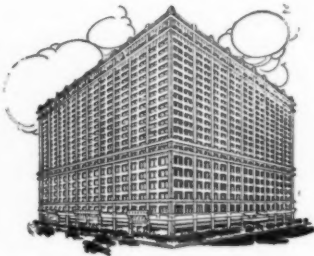
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What Are We Doing to Help People Know About the Proposed Constitution?

IN less than three months the citizens of Missouri are to be called upon to vote for or against the proposed changes in our State Constitution. This election is of far greater importance to the welfare of the State than is any political election. Upon it hinges the acceptance or rejection of the work of a long and expensive Constitutional Convention in which the chosen representatives of the people of the State formulated such changes as they deemed advantageous to the future growth, development and happiness of our people. Whether this work shall have been for naught; whether the expense incident to it shall be for nothing; whether Missouri liberates her cities, her schools, her courts from encrustations of a Constitution adopted during the reactionary period following the Civil War and leaves "her outgrown shell," depends on the interest the citizens take in this election.

If there are any people who should be actively interested in the carrying of the new amendments, it should be those who know the importance of improving our educational system, the necessity of adopting those changes that will make it possible for the people to give to their children the educational advantages which the times demand.

At least three amendments have a direct bearing upon the welfare of the children of the State. (1) Amendment No. 15 which authorizes the legislature to provide for kindergarten schools and for adult schools and which directs the legislature to provide for the election of a State Board of Education; (2) Amendment No. 12 which provides that the people, by majorities, may levy a larger rate of tax for school purpose than they are now permitted to do; (3) Amendment No. 5 which requires the legislature to provide for the safeguarding of public health.

Surely the school people should, immediately, busy themselves in letting the citizens know of these forward looking amendments.

MISSOURI STATE CONSTITUTION Special Election, February 26, 1924.

Sample Ballot for Amendments

Proposed Amendments to the Constitution.

To vote **FOR** any amendment strike out the word "No" to the right of and opposite to the ballot title to such amendment.
To vote **AGAINST** any amendment strike out the word "Yes" to the right of and opposite to the ballot title to such amendment.

ARTICLE II.—BILL OF RIGHTS.

Amendment No. 1.

To amend Sections 8, 12 and 14 of Article II.—Enlarges powers of religious corporations to own real and personal property; simplifies form of indictments and informations; removes requirement in trial for life.

YES

NO

ARTICLE IV.—LEGISLATIVE DEPARTMENT.

Amendment No. 2.

To amend and combine Sections 1 and 57 of Article IV. as Section 1 of Article IV.—Relates to the legislative power of the General Assembly and of the people; changes provisions of the Initiative and Referendum.

YES

NO

Amendment No. 3.

To amend Sections 2, 6, 7, 8, 9, 10, 11, 15, 16, 17, 24, 36, 43, 45, 46 and 47 of Article IV, to combine Sections 46 and 47 of Article IV as Section 46, and to add new Sections 47 and 57 thereto.—Relates to Senatorial districts, oath of office of members, pay of members and limitation of expenditures for employees, organization of the General Assembly, limitations on legislative power and authorizes certain pensions and provides for workmen's compensation.

YES

NO

Amendment No. 4.

To amend Article IV of the present Constitution by adding new Section 44c thereto.—Authorizes an additional issuance of bonds not to exceed four million six hundred thousand (\$4,600,000) dollars for deficiency in payment of bonuses to soldiers and sailors of the World War.

YES

NO

Amendment No. 5

To amend Article IV by adding Section 53 thereto.—Requires the General Assembly to provide by law for the safeguarding and promotion of the public health.

YES

NO

ARTICLE V.—EXECUTIVE DEPARTMENT.

Amendment No. 6.

To substitute revised and amend Article V and all sections thereof the State; provide for the safe-guarding and promotion of the public health?

WHY NOT VOTE

to provide by law for

the safe-guarding and promotion of the public health? It's reasonable.

Vote for Amendment No. 5. Vote YES Scratch NO

Constitution and By-Laws of the Missouri State Teachers Association as Amended 1922.

CONSTITUTION.

Article I.—Name.

This Corporation shall be known as the Missouri State Teachers' Association.

Article II.—Object.

Its object shall be the formation of a closer organization of the teachers of Missouri with purpose to bring about greater unity of action, to advance the ideals and standards of the teaching profession, to secure the conditions necessary to the greatest efficiency of teachers and schools, and to promote the educational welfare of the State of Missouri.

Article III.—Membership.

Teachers actively engaged in educational work, including those in supervisory and administrative positions, may become active members of this Association upon the payment of annual or life membership dues. Any person interested in education may become an associate member, with full privileges, except the right to vote or hold office, on payment of annual dues. Life members at the time this section is adopted shall continue to be life members.

Article IV.—Officers.

The officers of this Association shall be a President, three Vice-Presidents, an Executive Committee, and a Secretary-Treasurer. The Executive Committee shall consist of the President and six other members, three men and three women. The officers of the Missouri State Teachers' Association at the time this constitution becomes effective shall serve until the Annual Meeting in 1920. Any active member of this Association shall be eligible to hold office or serve on any committee of this Association.

Article V.—Election of Officers.

Section 1. All officers of this Association, except the Secretary-Treasurer, shall be elected at the Annual Meeting of the Assembly of Delegates by majority vote of all members present and voting.

Section 2. The President and Vice-Presidents shall be elected annually. Members of the Executive Committee shall serve for three years. At the meeting of the Assembly of Delegates in 1920, two members of the Executive Committee shall be elected to serve for three years, two for two years and two for one year. Thereafter, two members of the Executive Committee shall be elected annually at the meeting of the Assembly of Delegates.

Section 3. The Executive Committee shall have the power to fill all vacancies occurring after the Annual Meeting, but such appointees shall hold office only until the General Election at the Annual Meeting next following.

Section 4. The Secretary-Treasurer shall be elected by the Executive Committee for a term not to exceed three years, and may receive compensation at the discretion of the Executive Committee. He shall furnish bond for the safe care and keeping of the funds of the Association in a sum to be fixed by the Executive Committee, the premium for the same to be paid by the Association.

Section 5. No officer of this Association, except the Secretary-Treasurer, shall receive any compensation for services rendered.

Article VI.—Duties of Officers.

Section 1. The Officers of this Association shall perform such duties and make such reports as customarily pertain to their respective

offices, and shall perform such other duties as may be required herein, or may be required by resolution of the Assembly of Delegates.

Section 2. It shall be the especial duty of the President, with the advice and assistance of the Executive Committee, to prepare the program for the Annual Meeting, and to submit a copy of the same to the Executive Committee in time for publications and distributions as required in Section 5 of this Article.

Section 3. Annual Meetings of the Executive Committee shall be held in Jefferson City during the third week of the month of June, and at the time and place of the Annual Meeting of this Association. Other meetings of the Executive Committee may be held at the call of the Chairman, due notice being given, and meetings shall be called by its Chairman upon written request of three of its members.

Section 4. The Executive Committee, subject to the provisions of the Constitution, shall have general charge of the work of the Association and shall have power to do all that may be necessary to fulfill the purposes of the Association, as herein set forth.

Section 5. The Executive Committee shall provide each member of the Association with a copy of the program at least one month before the Annual Meeting. It shall designate the amount to be expended for the Annual Meeting, but said amount shall in no case exceed one-fourth of the total receipts of the previous year. It shall have in charge the finances of the Association and the enrollment of members. It shall make all appropriations and authorize all expenditures and contracts. It shall have power to apportion the percentage of funds to go to the District Associations or Divisions, in accordance with the provisions of Article XI, Section 2.

Section 6. The Executive Committee shall make necessary arrangements for the establishment of an official organ of the Association to be published at least monthly, beginning not later than June, 1920.

Section 7. The Executive Committee shall constitute a permanent committee on Welfare of Teachers, and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature. The Executive Committee, at its first meeting after the adoption of this Constitution, and annually thereafter, shall appoint a special Committee on Sources of Larger Revenue, to be made up of three members, whose duty it shall be to investigate sources of larger revenues for educational purposes and to make recommendations to the Executive Committee at the earliest possible date, and at least once a year thereafter. The Executive Committee shall appoint in like manner a special Committee on Teachers' Salaries and Term of Office, to be made up of three members whose duty it shall be to investigate teachers' salaries and term of office in Missouri and make recommendations, including a scale of salaries, to the Executive Committee at the earliest possible date and at least once a year thereafter. The Executive Committee shall take such immediate action as seems advisable and shall report thereon to the Annual Meeting of the Assembly of Delegates. The Executive Committee shall appoint, in like manner, a Committee on Professional Standards and Ethics to consist of three

members whose duty it shall be to make recommendations thereon to the Executive Committee and to the Assembly of Delegates. The reports of these several committees shall be presented in full by the Executive Committee to the Assembly of Delegates. It shall be the duty of the Executive Committee to set aside for these Committees sufficient funds to defray traveling expenses to necessary meetings and to insure careful investigation and authoritative reports.

Section 8. The Executive Committee shall keep a permanent record of all its proceedings and shall present to the Assembly of Delegates a report of its actions and recommendations.

Section 9. The Executive Committee shall receive actual traveling expenses, including railroad fare and hotel bills, while attending their necessary meetings.

Article VII—Assembly of Delegates.

Section 1. The Assembly of Delegates shall be the legislative body of this Association. It shall have the power to transact all business of the Association at the Annual Meeting to enact legislation relative to the Association, and to make general regulations governing the work of the Executive Committee and of the Community Associations. It shall meet annually, hold annual Meeting at an hour and place to be designated in the program.

Section 2. Each Community Association, as defined in Article VIII, Section 1, shall be entitled to one delegate for the first twenty-five members and to one additional delegate for each additional twenty-five members or major fraction thereof. In the election of delegates from any Community Association having more than one

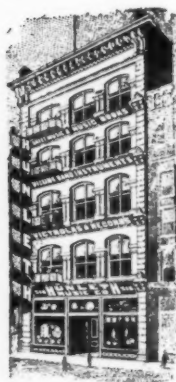
delegate at least half of such delegates shall be classroom teachers. The first delegate elected from each Community Association, each year, shall be a class-room teacher; provided that in cities in which separate Community Associations are formed by the grade teachers, the high school teachers, and the administrative officers, the provision shall not apply; and provided further that any Community Association may, by express vote, at the meeting called for the selection of delegates, waive the provision requiring the selection of a classroom teacher as the first delegate.

Section 3. Delegates of the Community Teachers' Association shall be elected at any meeting of the Community Teachers' Association held between August 1 and November 1.

Section 4. Delegates shall not be entitled to seats in the permanent organization of the Assembly of Delegates until credentials in the form of a Certificate of Election shall have been approved by a Committee on Credentials, selected by the Executive Committee. This Certificate of Election shall set forth the names of at least a quorum of members present at the Community Association meeting, and shall be signed and attested by its Chairman and Secretary. An appeal from the decision of the Committee on Credentials may be taken to the Assembly of Delegates, but in case of such appeal, the roll having the right to decide the appeal shall be the roll of uncontested delegates.

Section 5. The Chairman of the Executive Committee shall call the Annual Meeting of the Assembly to order. The first order of business after the report and adoption of the Committee on Credentials, shall be the election of a permanent chairman. The Secretary-Treasurer of this

IF WE believe that the American ideal which suggests that every individual should have an opportunity for making the most of himself is more important than amassing wealth, more important than any other governmental enterprise, then we shall certainly support our schools. * * * We must seek to develop that standard of values which places opportunity for individual growth and development above any other good which can be secured. We must help our public to stand fast and to work, yes, even to sacrifice, in order that the day may come in America when there shall be guaranteed to all "a fair start and an equal chance in the race of life."—George D. Strayer, *Journal of Education*, November, 1923.



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Association shall be the Secretary of the Assembly of Delegates, but in his absence the Assembly shall choose a temporary secretary.

Section 6. The Assembly of Delegates shall appoint a Committee on Necrology and a Committee on Resolutions in such manner that they shall be continuous bodies. Present members of the committee shall serve until the expiration of the terms for which they were appointed. No resolutions requiring expenditure of money shall be reported which shall not contain the clause "provided the unappropriated funds in the Treasury of the Association will justify such expenditure."

Section 7. One hundred and fifty members of the Assembly of Delegates shall constitute a quorum for the transaction of business.

Section 8. In all voting in the Assembly of Delegates each accredited delegate shall be entitled to one vote, but for the purpose of facilitating the roll call, the announcement of the vote shall be made by counties, except for St. Louis, Kansas City, and St. Joseph, which shall be made by cities. The delegates from any Community Association present at the Assembly of Delegates shall cast the entire vote to which that Community Association is entitled in the Assembly.

Section 9. The president of this Association and the chairman of all committees shall be ex-officio members of the Assembly of Delegates with voice but not vote.

Article VIII—Local Organization.

Section 1. Any group of teachers, qualified as active members of this Association, to the number of twenty-five or more, may form a local organization to be an integral part of this Association and to be known by the name of COMMUNITY TEACHERS' ASSOCIATION; Provided, That teachers in affiliating with a Community Association shall not go outside the county in which they teach. Nor shall any person belong to more than one Community Association. Any group of teachers organizing a Community Association in accordance with the provisions of this section shall notify the Secretary-Treasurer of this Association. Such notification shall be accompanied by a list of names of the teachers forming the Community Associations, by the names of the officers of the Community Association, and by the dues to the State Association for said teachers for one year, unless said dues have already been paid for the current fiscal year. If the Executive Committee, acting through the Secretary-Treasurer, finds that the names are those of bona fide active members, and that in its organization the proposed Community Association has complied with the provisions of this Constitution, it shall be recognized as an integral part of the State Association.

Section 2. The officers of the Community Teachers' Association shall be a chairman, vice-chairman, and secretary-treasurer who shall be elected annually between August 1 and November 1. They shall hold office to August 1 and until their successors are elected.

Section 3. The officers of the Community Association shall perform the duties which customarily pertain to their respective offices. In addition, it shall be the duty of the Chairman, or, in his absence, of the Vice-Chairman, immediately upon notice from the Executive Committee of this Association, to call together the members of the Community Association within the number of days stipulated by the Executive Committee to receive any communication from the Executive Committee or to take a vote upon any proposition which the Executive Committee thinks advisable to place before the Community

Association. The result of the meeting shall be reported within one day by the Secretary of the Community Association to the Secretary of the State Teachers' Association. The Secretary-Treasurer of the Community Association shall account to the Community Association for all funds paid to him, submitting an itemized account at least twice a year. He shall furnish also, at any time, any records or statements requested by the Executive Committee of this Association. In case any officer of a Community Association fails to perform his duty in accordance with the provisions of this section, his office may be declared vacant by the Executive Committee, and it shall be the duty of the Community Association at the next meeting to fill vacancies so created.

Section 4. Twenty-five members of a Community Association shall constitute a quorum to do business, provided that in any such Association with less than fifty and more than thirty members, fifteen shall constitute a quorum, and that in any such Association with thirty members or less, ten shall constitute a quorum.

Article IX—Annual Meetings.

Meetings of this Association shall be held annually at such date and place as may be determined by a majority vote of the Assembly of Delegates. However, in the event of the inability of the Executive Committee to make satisfactory arrangements for the accommodation and comfort of the members at any time or place selected, said Executive Committee shall have full power to change time and place of the Annual Meeting.

Article X—Program for Annual Meetings.

The Executive Committee, through the President of the Association, shall have charge of arranging the general program and supervision of arranging the department programs for the Annual Meetings.

Article XI—Dues.

Section 1. The Annual Membership Dues of this Association shall be two dollars (\$2.00) and shall include subscription for the year to the official publication of this Association. Life membership dues shall be twenty dollars (\$20.00) and shall include life subscription to the official publication. The receipts from life memberships shall be invested by the Executive Committee and the interest only shall be used. Life memberships existing at the time of the adoption of this section shall not include subscription to the official organ of this Association, except that by payment of ten dollars (\$10.00) additional such membership shall include life subscriptions to such official publication.

Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Associations shall receive from the State Association 10 per cent of the dues paid by their members within 30 days after adjournment of annual meeting of State Association. The District Association or Divisions receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers College District; the Central Missouri Teachers College District, including all counties in said District except Maries, Phelps, and Pulaski; the Southeast Missouri Teachers College District, including all counties in said district except Gasconade, Franklin, Washington, Crawford, and Dent; the Southwest Missouri Teachers College District; the Northwest Missouri Teachers College District; the City

of St. Louis; the City of Kansas City; the City of St. Joseph; and the South Central Missouri District, including the counties of Maries, Phelps, Pulaski, Gasconade, Franklin, Washington, Crawford and Dent. The 65 per cent shall be held by the secretary-treasurer of the State Association for the purpose of this Association.

Section 3. The fiscal year of this association shall begin June 16 and end the following June 15.

Section 4. No persons except active members whose dues are paid shall be entitled to vote, to be represented in the Assembly of Delegates, or to hold office in this Association or in any Community Association.

Article XII—Initiative and Referendum.

Section 1. During the interim between the Annual Meetings of the Assembly of Delegates the Executive Committee may by a majority vote refer or propose any measure to the Community Associations for decision: Provided, That no measure previously passed by the Assembly of Delegates shall be referred to the Community Associations except upon a two-thirds vote of the Executive Committee.

Section 2. The Community Association may initiate legislation as follows: Whenever, by a majority vote of all members belonging to each Community Association, fifty Community Associations shall request that any measure be proposed to the Community Associations of the State for passage, or that any measure previously passed by the Assembly of Delegates shall be referred to the Community Associations for amendment or repeal, it shall be the duty of the Secretary-Treasurer of the State Association, within ten days after such action has been made officially known to him, to give notice to the Chairmen of all Community Associations to call special meetings within ten days to vote upon the measure thus initiated.

Section 3. In any case in which a measure is proposed or referred to the Community Associations, either by the Executive Committee or by initiation of the Community Associations, as provided in Sections 1 and 2 of this Article, a majority vote of all the members of this Association voting in the Community Association on such measure shall be sufficient to pass the measure, and shall be binding upon all Community Associations of the State and upon the officers of this Association. Such legislation shall have the same authority as a measure passed by the Assembly of Delegates. It may repeal any previous act of the Assembly of Delegates, and may in turn be repealed by any subsequent action of the Assembly of Delegates or by a later vote of the Community Association as provided in this article.

Section 4. The Executive Committee shall make proper provision for the canvassing of the vote upon any measure referred to or initiated by the Community Associations.

Article XIII—Official Proceedings and Publications.

The proceedings of the Annual Meetings shall be published in the official publication of the Association.

Article XIV—The State Reading Circles.

Section 1. The State Reading Circles shall be encouraged in every possible way by the Association. Their financial management shall be under the control of the Executive Committee of this Association, and the Secretary-Treasurer of the Association shall conduct the routine business of the State Reading Circles under the direction of the Executive Committee.

Section 2. The Reading Circle Board shall consist of five members, as follows: The President

of this Association, the State Superintendent of Public Schools, and three members appointed by the Executive Committee, one each year for a term of three years. The present members shall hold until the expiration of the term for which they were appointed.

Section 3. There shall be held annually one joint meeting of the Executive Committee and the Reading Circle Board, the time and place to be designated by the President of the Association. The Reading Circle Board shall select such publications and arrange such course of study as in their judgment may lead to the better professional equipment of the teachers of the State and to the strengthening of habits of profitable reading among the pupils of the State. The Board shall make a report of all its proceedings to the Executive Committee and this report, together with a statement of the receipts and expenditures of the Reading Circle business, shall be laid before the Assembly of Delegates at the Annual Meeting by the Executive Committee and shall be published with the proceedings of the meeting.

Article XV—Amendments.

This Constitution may be altered or amended at any regular meeting of the Assembly of Delegates by a majority vote of the delegates present and voting; but any proposed change must be submitted in writing to the Secretary-Treasurer of this Association at least sixty days before the Annual Meeting; must be brought before the Community Association for consideration by publication in the official organ of this Association; must be published in the Annual program, and must be read before the Assembly of Delegates at least twenty-four hours before it is acted upon.

This Constitution may also be amended by the Initiative and Referendum, as described in Article 12. Section 2 provided that the proposed amendment be submitted to the Secretary at least sixty (60) days before it is voted on, and be published in the official organ of the association, thirty (30) days before being voted on.

Article XVI.

This Constitution shall take effect at the close of the 1919 meeting.

By-Laws

Law I—Rules of Order.

The proceedings of this Association shall be governed by "Robert's Rules of Order."

Law II—Nomination of Officers and Selection of Time and Place.

The nomination of officers in the Assembly of Delegates and the recommendation of the time and place of the next Annual Meeting shall be made each year by committees selected by the Assembly of Delegates in accordance with provisions to be adopted by it. Until such provisions are adopted, these committees shall each consist of one member from each Congressional District, said members to be chosen by the members of the Assembly of Delegates at the first session after the report of the Committee on Credentials, the members from each Congressional District organizing separately for this purpose. When from any cause a committeeman is not elected from any Congressional District, the Chairman of the Assembly of Delegates shall appoint a member to represent that district. These committees shall report at such time as they are directed by the Assembly.

Law III—Legislation on Teachers' Salaries

It shall be the duty of the Executive Committee to use every effort to secure more adequate

salaries for teachers. It shall hold a meeting within two weeks after the adoption of this Constitution to consider this matter. In conjunction with the Legislative Committee it shall actively seek the co-operation of other organizations in the State capable of rendering assistance. The Assembly of Delegates at the Annual Meeting in 1920, after a permanent organization has been effected and committees have been appointed, shall make the first order of business the full consideration of measures necessary to be taken

Laws IV—Papers

In order to secure recognition of the just dues of teachers in connection with salaries.

Each paper read before the Association or any department thereof shall be furnished the Secretary for filing, or for publication, if demanded by the Executive Committee.

Law V—Departments

The Association consists of the following departments:

1. Department of Universities, Colleges, and Junior Colleges.
2. Department of School Administration.
3. Department of Secondary Schools.
4. Department of Elementary Schools.
5. Department of History and Government.
6. Department of Science.
7. Department of Mathematics.
8. Department of Music.
9. Department of Applied Arts and Science.
10. Department of Classics.
11. Department of Educational Council.
12. Department of English.
13. Department of Libraries.
14. Department of County Superintendents, and Rural Schools.
15. Department of Household Arts and Sciences.
16. Department of Kindergarten-Primary.
17. Department of Commercial Training.
18. Department of Parent-Teacher Association.
19. Department of Reading and Public Speaking.
20. Department of Geography.
21. Department of Folk-Lore Society.
22. Department of Agriculture.
23. Department of Modern Languages.
24. Department of Physical Training.
25. Department of Visual Education.
26. Department of Teachers of Education.
27. Department of Special Classes.
28. Department of Elementary School Principals.
29. Department of Deans of Women.

Any of the above-named departments may be discontinued or merged with other departments and other departments may be added at the discretion of the Executive Committee.

cretion of the Executive Committee.

Each department shall select its own officers, make its own program, and report its proceedings to the Secretary of this Association within five days after adjournment of the Annual Meeting.

Law VI—Amending the By-Laws.

These By-Laws may be altered or amended at any regular meeting of the Assembly of Delegates, by a majority vote; but any proposed changes must be submitted in writing at the first session of the Assembly of Delegates and must be read before the Assembly of Delegates at least twenty-four hours before it is acted upon.

At the time of such preliminary reading the time when the proposed amendment will be submitted to vote must be stated.

NOTE—This Constitution was adopted at St. Louis, Nov. 8, 1919.

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Esthonia	rotogravure	hot pursuit
Fascista	aerial cascade	Blue Cross
altigraph	junior college	Devil Dog
Flag Day	Czecho-Slovak	megabar
Red Star	mystery ship	plasmon
mud gun	abreaction	shoneen
paravane	Riksdag	Air Council
Federal Land Bank		

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